DOCUMENT RESUME

ED 222 893 CS 206 932

TITLE	Handwriting Ideas Manual.
INSTITUTION	Beloit Public Schools, Wisc.
PUB DATE	Aug 80
NOTE	159p.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	*Cursive Writing; Elementary Education; *Handwriting Instruction; Handwriting Materials; *Handwriting Skills; *Learning Activities; *Left Handed Writer; *Manuscript Writing (Handlettering); Reading Readiness; Teaching Methods

ABSTRACT

The activities and teaching suggestions contained in this guide are intended for use by teachers who wish to assist students with handwriting difficulties. The first five sections of the guide provide ideas for the following areas: (1) reading readiness, (2) manuscript letters, (3) manuscript numbers, (4) cursive letters, and (5) cursive numbers. Each idea is accompanied by a list of objectives, materials needed, and procedures to follow, and each also contains a list of subjects with which the idea can be correlated. The remaining sections discuss remedial techniques for dealing with handwriting problems, reversals in handwriting, left handed writers, and handwriting position. (FL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED222893

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

BELOIT PUBLIC SCHOOLS
BELOIT, WISCONSIN

HANDWRITING IDEAS MANUAL

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY
William B. Heebink

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

August, 1980

CS206932

INTRODUCTION

This Handwriting Ideas Manual is an attempt to augment the current guide, to add some "ways" to the "whats". In addition, it is hoped that this Manual will provide teachers with a variety of activities for classroom instruction along with some specific techniques to assist individual students who are experiencing handwriting difficulties.

In addition to the two-part (manuscript and cursive) series of activities, there are several special sections near the end of the booklet, including suggestions for remediating specific handwriting problems such as reversals. Teachers should review both parts of the Manual since many activities can be easily adapted to either manuscript or cursive.

It should also be noted that each building will be supplied with a packet of permanent worksheet masters. Thus, there is no need to remove any pages from the Manuals.

Finally, teachers can use the correlation key at the very end of the Manual to better integrate handwriting in other subject matter areas.

Credit is extended to the following Beloit teachers who contributed the bulk of the activities in this Manual: Debbie Carlson, Laurie Dingmann, Dean Duddeck, Susan Grove, Mary Pipitone, Cheryle Roach, and Jeanne Tennant. Genesee Balfany served as the principal representative.

William B. Heebink, Ph. D.
Director of Curriculum
Improvement and
Evaluation

TABLE OF CONTENTS

Reading Readiness Y-1

Manuscript Letters. W-1

Manuscript Numbers. G-1

Cursive Letters B-1

Cursive Numbers P-1

Remedial Techniques GO-1

Reversals WW-1

Left-Handed Writer. GG-1

Handwriting Position. WWW-1

Correlations. PP-1

TITLE: SET THE TABLE

Independent Work
Seatwork
Game

CAN BE CORRELATED WITH:
- Spelling
- Grammar
- Reading
- Creative Writing
- Mathematics
- Social Studies
- Science
- Health

OBJECTIVE:

To give the children practice completing circles and straight strokes.

MATERIALS AND PREPARATION:

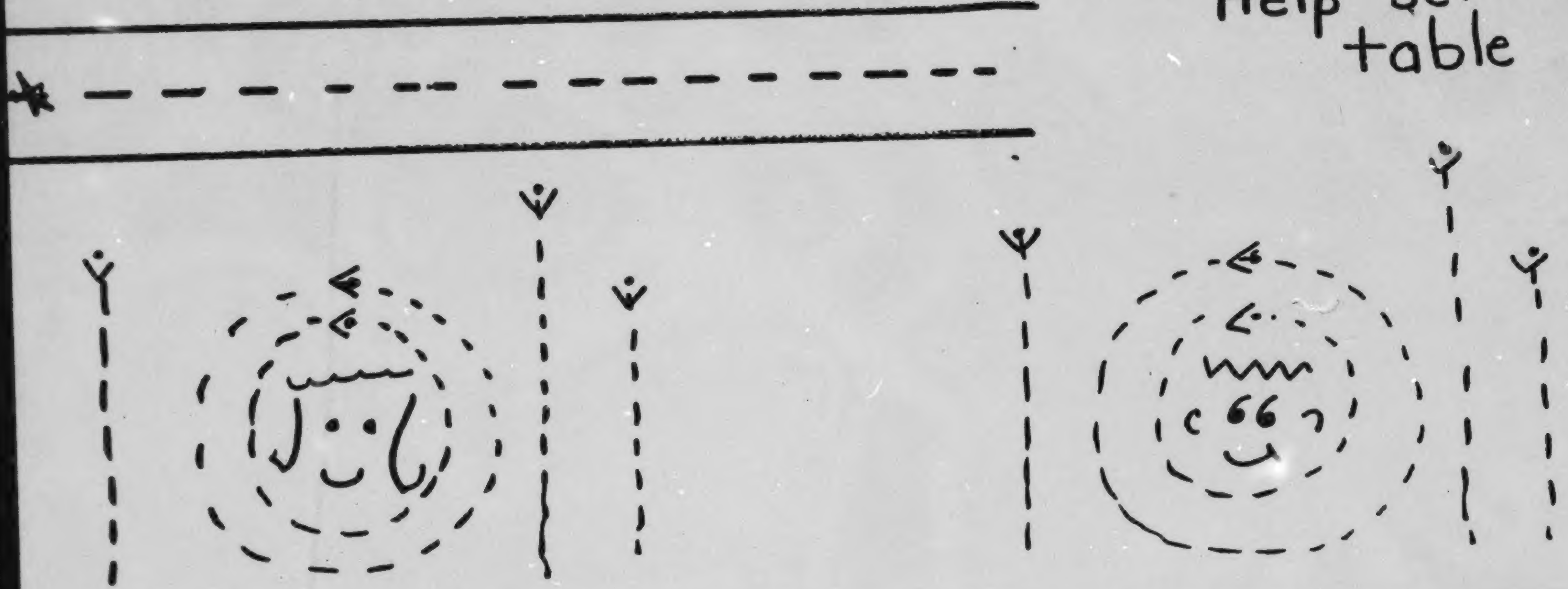
1 copy of ditto for each child.
1 place setting of dishes for demonstration.
chalkboard.

PROCEDURES:

1. Demonstrate how to arrange a plate and silverware in a proper arrangement.
2. Demonstrate on a chalkboard how to trace the circles and sticks to complete the place setting.
3. Pass out the dittos and have the children trace the place settings, then draw two settings on their own.

EXTENSIONS (optional)

Help set the table



Draw your own place settings

TITLE: COMPLETING CLOSED FIGURES

Independent Work Seatwork Game	CAN BE CORRELATED WITH: Spelling Grammar Reading Creative Writing Mathematics Social Studies Science Health

OBJECTIVE:

To increase the child's visual perception and ability to trace lines.

MATERIALS AND PREPARATION:

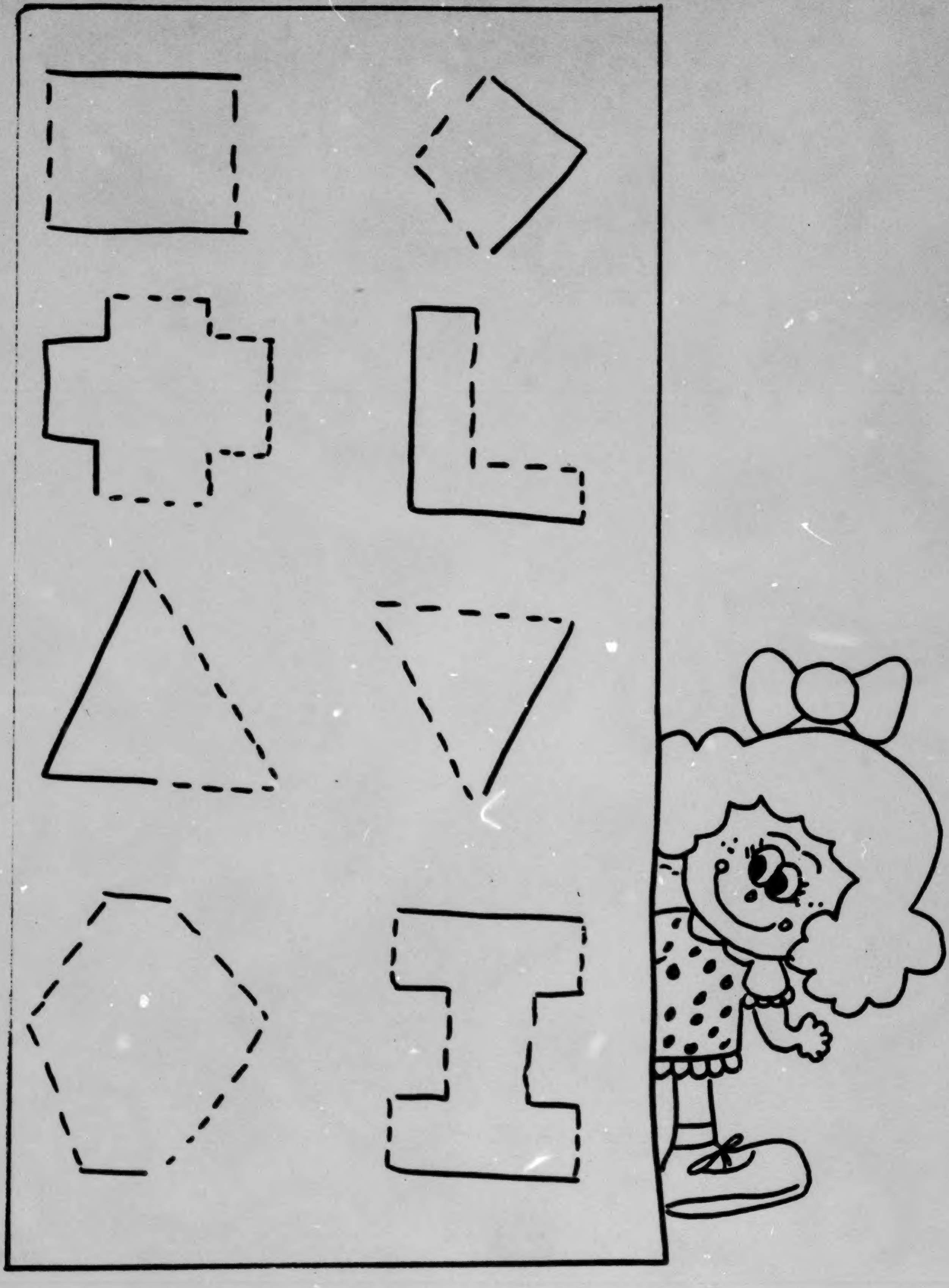
1 copy of ditto for each child.
Chalkboard for demonstration.

PROCEDURES:

1. Draw several figures on the board with "broken" sides.
2. Challenge some children to help you fix the shapes by connecting the broken lines.
3. Pass out the dittos to each child and have them complete the closed figures.

EXTENSIONS (optional)

Similar dittos can be prepared to have the child complete real objects, and free forms.



TITLE: PRACTICING LEFT-TO-RIGHT CURVES

Independent Work
* Seatwork
Game

CAN BE CORRELATED WITH:
Spelling
Grammar
Reading
Creative Writing
Mathematics
Social Studies
Science
Health

OBJECTIVE:

To encourage free and easy movement of the arm across the paper and to reinforce the concept of left to right.

MATERIALS AND PREPARATION:

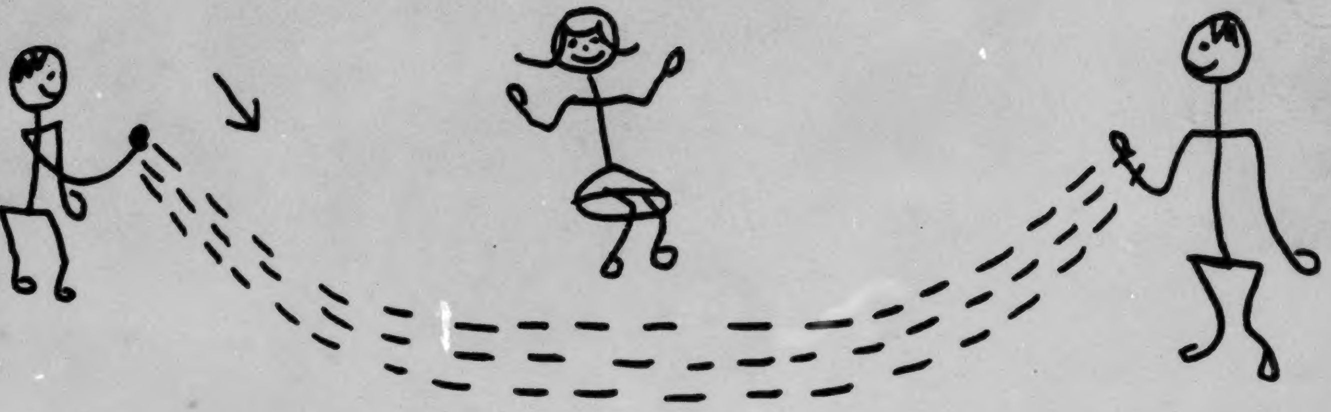
1 copy of ditto for each child.
Chalkboard for demonstration.

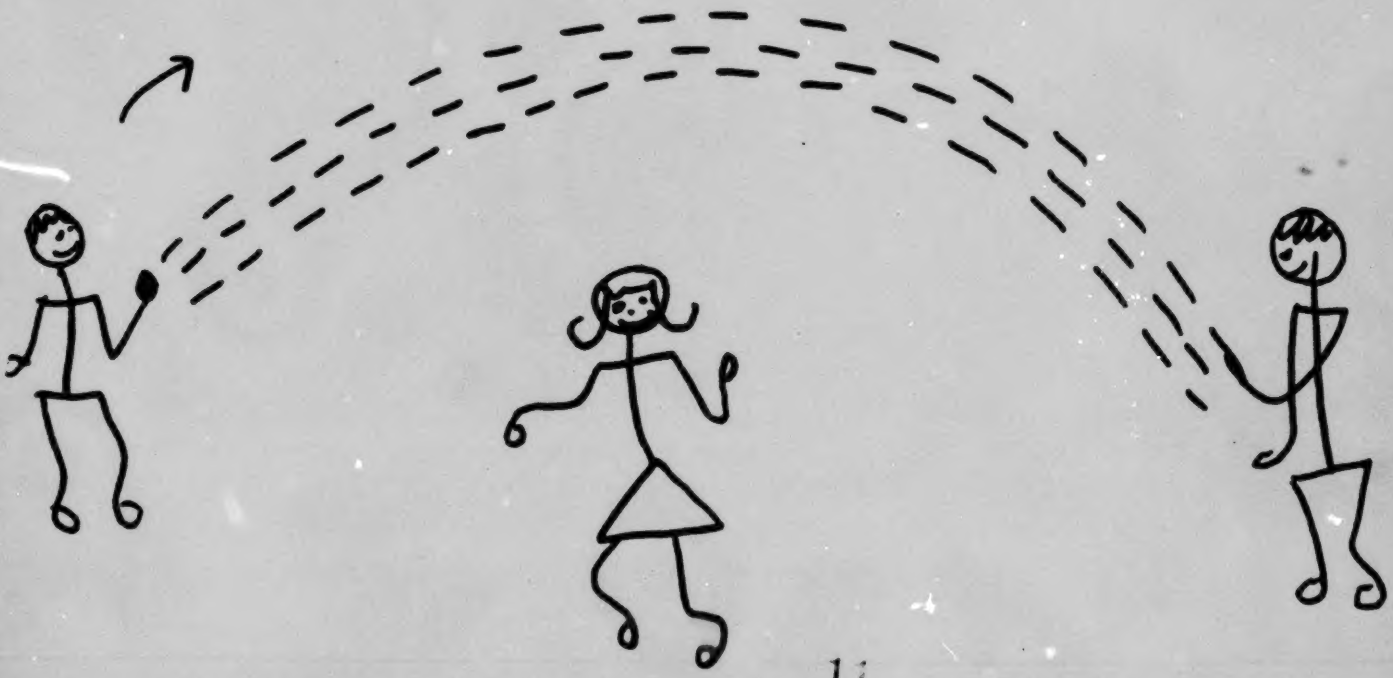
PROCEDURES:

1. Draw two figures on the chalkboard two to three feet apart.
2. Tell the class that the two children are waiting for someone to give them a rope so they can jump rope.
3. Demonstrate a long curved line to serve as a rope. Show the rope both over a child's head and under his/her feet as he/she jumps.
4. Demonstrate how to finish the jump ropes on the ditto.
5. The children can complete the ditto independently.

EXTENSIONS (optional)

Teach the children how to draw rainbows with their crayons using curved strokes.





TITLE: PRACTICING "CIRCLES"

Independent Work
* Seatwork
Game

CAN BE CORRELATED WITH:
Spelling
Grammar
Reading
Creative Writing
* Mathematics -- Shapes
Social Studies
Science
Health

OBJECTIVE:

To give the child practice forming circles for use in manuscript printing.

MATERIALS AND PREPARATION:

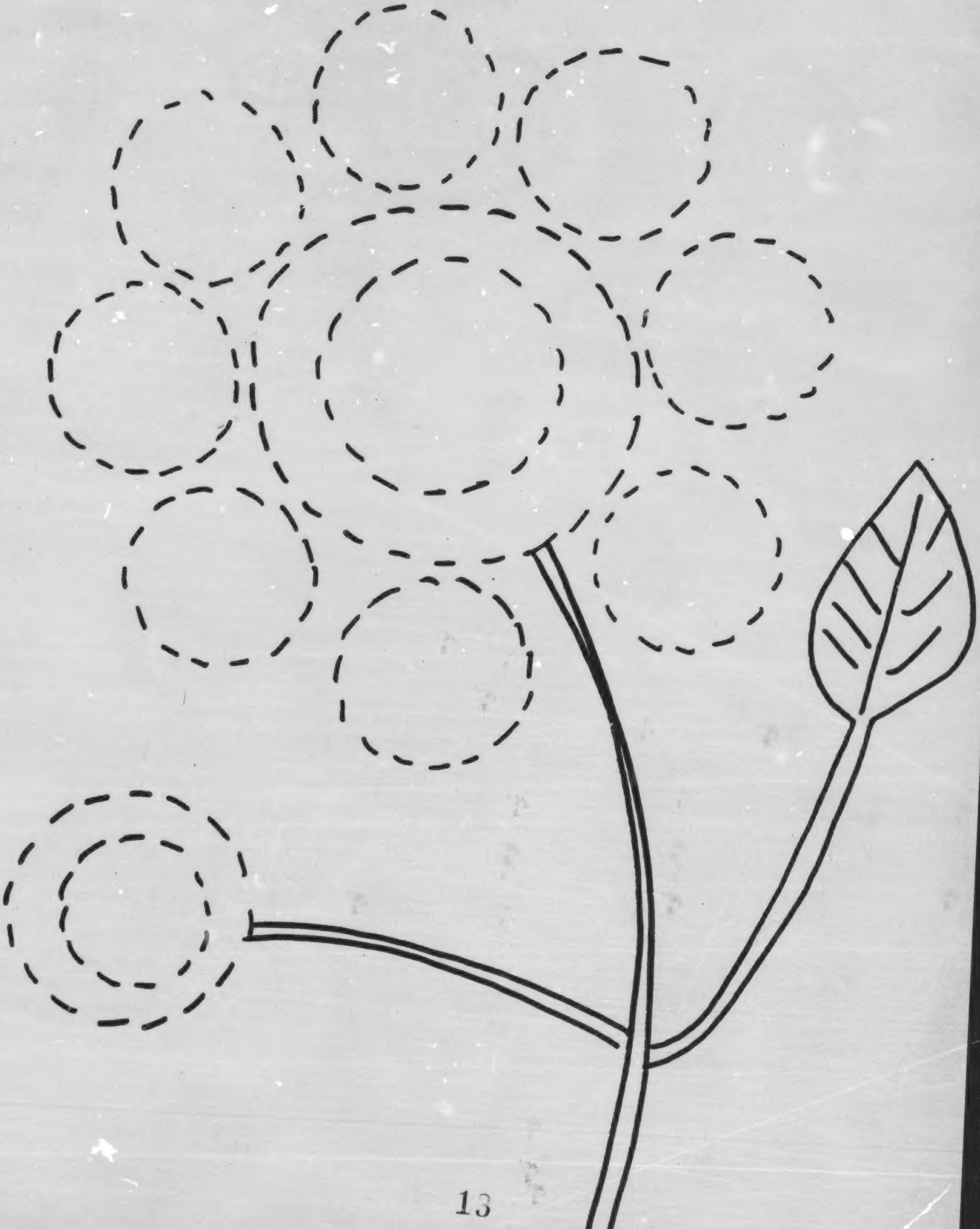
1 copy of ditto for each child.
Chalkboard.
Alphabet chart.

PROCEDURES:

1. Point out letters on chart which are made with circles.
2. Demonstrate forming circles on chalkboard.
3. As you draw the circles, position them so they turn into a flower similar to the one on the ditto.
4. Have children complete ditto by tracing circles, then coloring.

EXTENSIONS (optional)

Provide cut-out circles for the children to paste on paper in interesting designs.



TITLE: PRACTICING "PULL" STROKES

Independent Work
*Seatwork
Game

CAN BE CORRELATED WITH:
Spelling
Grammar
Reading
Creative Writing
Mathematics
Social Studies
*Science -- animals
Health

OBJECTIVE:

To give the child practice "pulling" the pencil to make vertical lines.

MATERIALS AND PREPARATION:

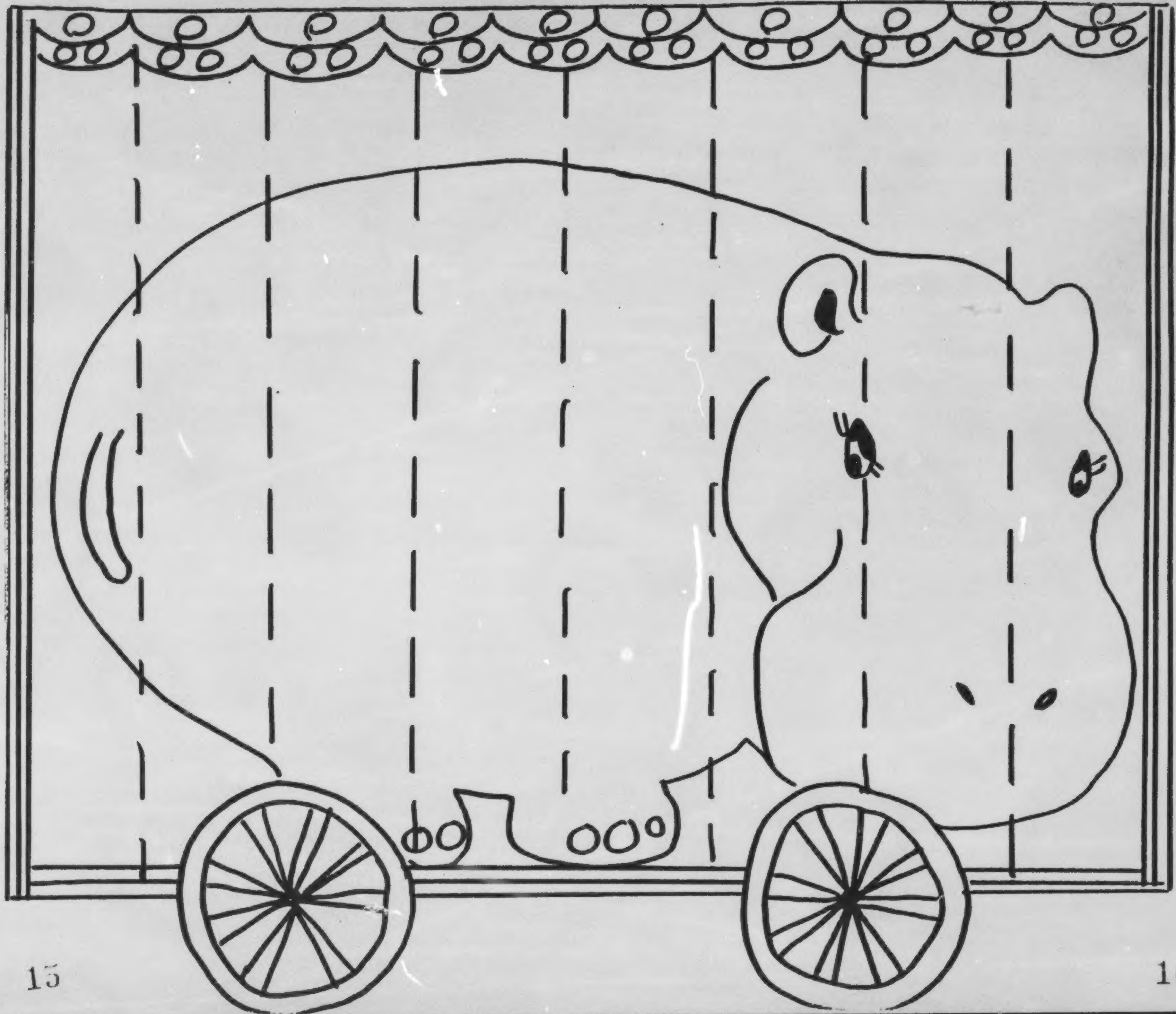
1 copy of ditto for each child.
Chalkboard.
Picture of an animal in its cage.

PROCEDURES:

1. Show the picture of the animal in the cage and point out the bars.
2. Show the ditto and enlist the child's help to keep the animal in the cage by "fixing" the broken bars.
3. Demonstrate how to fix the bars.
4. Child may "fix" the cage, then color.

EXTENSIONS (optional)

For additional practice provide dittos with different animals in cages.



Y-5-a

TITLE: PRACTICING "SLANT" STROKES

*Independent Work
*Seatwork
Game

CAN BE CORRELATED WITH:
Spelling
Grammar
Reading
Creative Writing
Mathematics
* Social Studies -- Indians
Science
Health

OBJECTIVE:

To give the child an introduction to and practice with slant strokes.

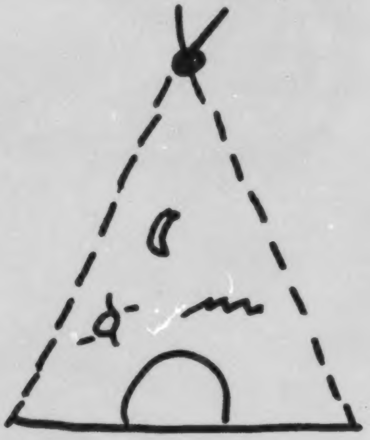
MATERIALS AND PREPARATION:

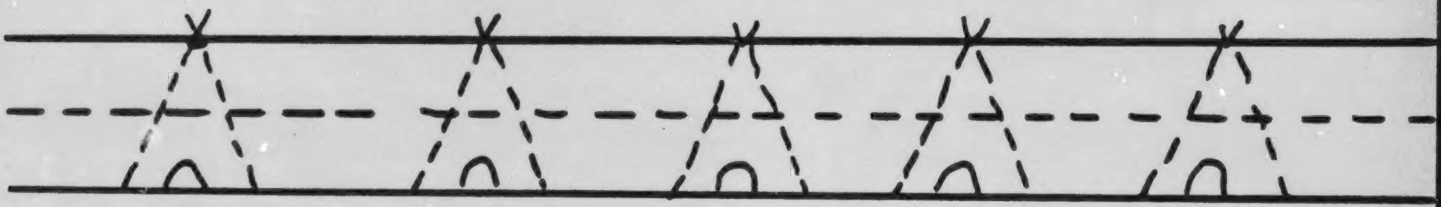
1 copy of ditto for each child.
Chalkboard.
Picture of a teepee (optional)

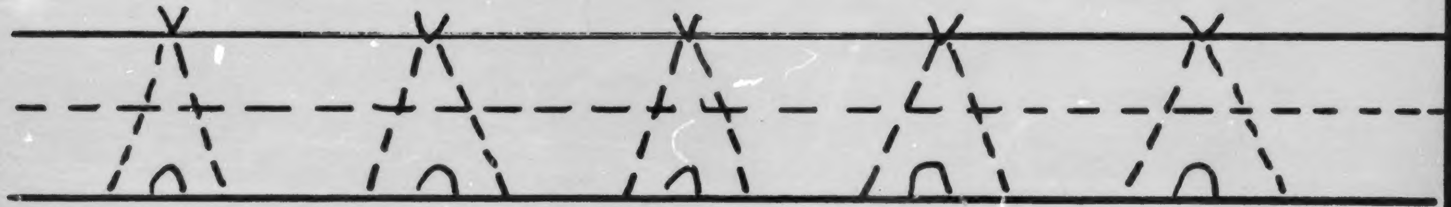
PROCEDURES:

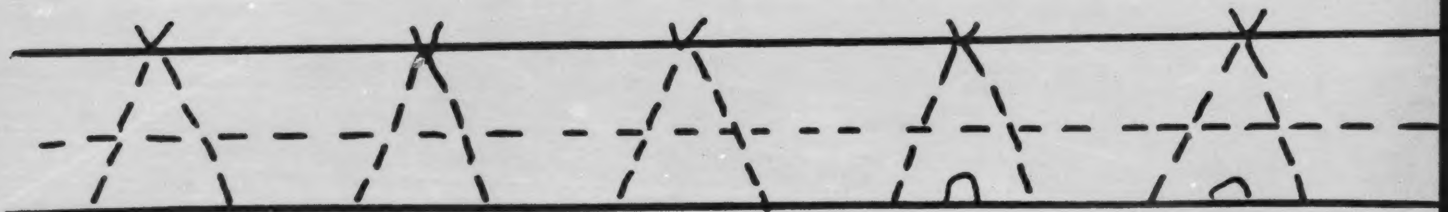
1. Show the picture of the teepee and discuss its shape.
2. Draw a simple teepee on the chalkboard and trace over the lines.
3. Demonstrate how to fix the broken lines on the teepees on the ditto.
4. The children can complete the ditto independently.

EXTENSIONS (optional)









TITLE: PRACTICING SHORT "CURVE" STROKES

Independent Work
*Seatwork
Game

CAN BE CORRELATED WITH:
Spelling
Grammar
Reading
Creative Writing
Mathematics
Social Studies
Science
Health

OBJECTIVE:

To give practice making short curved strokes.

MATERIALS AND PREPARATION:

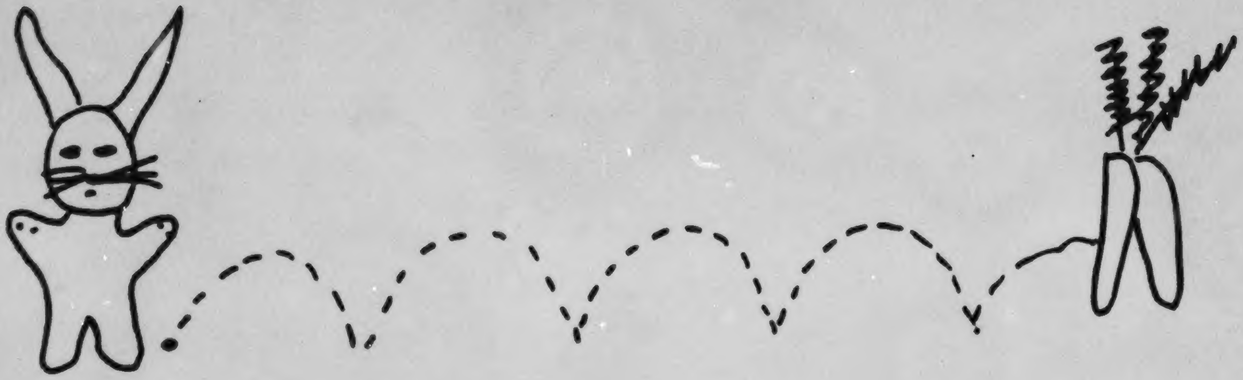
1 copy of ditto for each child.
Chalkboard.

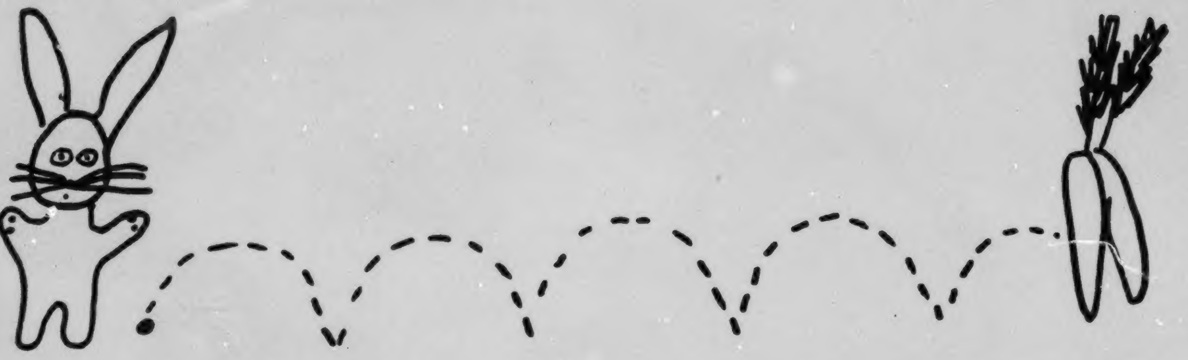
PROCEDURES:

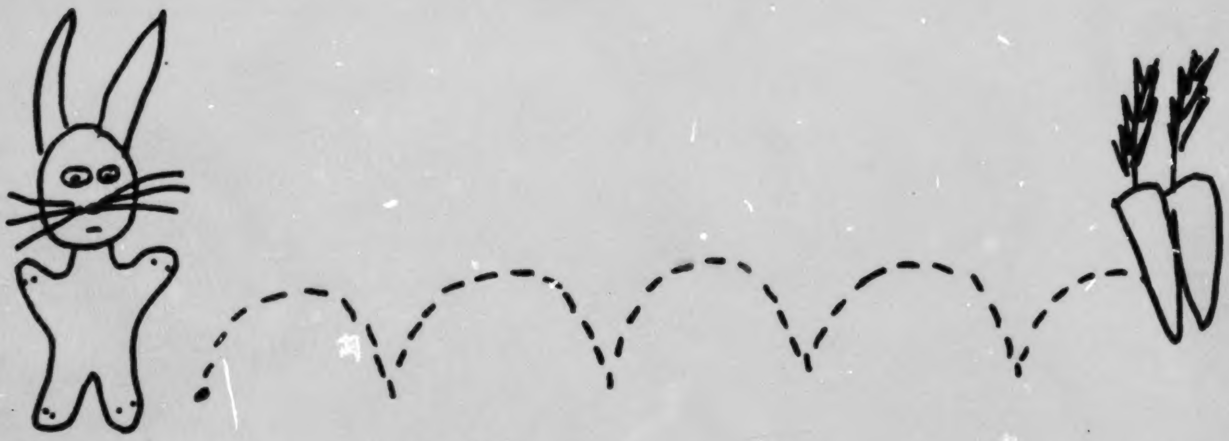
1. Introduce by asking children which animals hop.
2. When rabbit is suggested, draw a simple rabbit on the left of the chalkboard, some carrots on the right, and show with the chalk how the rabbit hops to the carrots, using a short, curve stroke.
3. Demonstrate how to trace the rabbit's path on the ditto.
4. The children can complete the ditto independently.

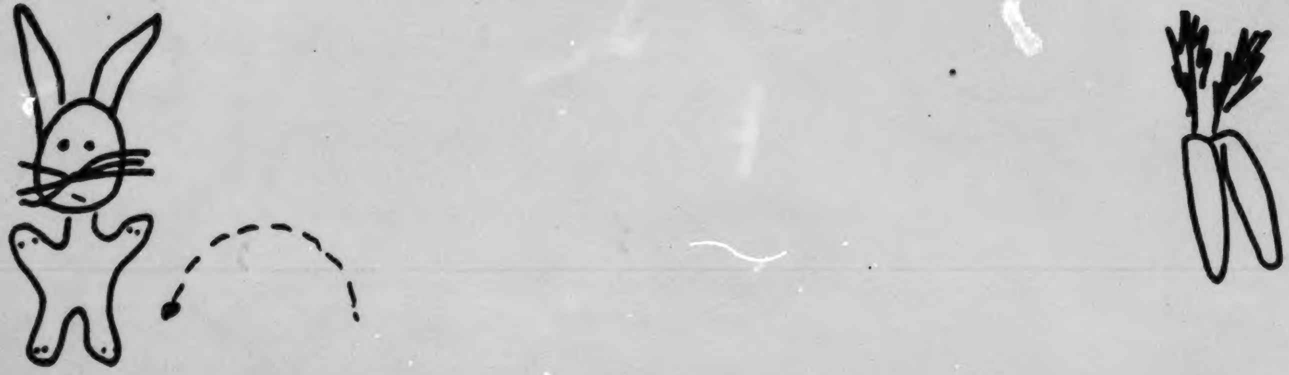
EXTENSIONS (optional)

Draw manuscript lines between the rabbits and the carrots to give the children limits.









TITLE: PRACTICING "PUSH" STROKES

Independent Work
*Seatwork
Game

CAN BE CORRELATED WITH:
Spelling
Grammar
Reading
Creative Writing
Mathematics
*Social Studies--Comm. Hlpr
Science
*Health -- Safety

OBJECTIVE:

To give the child practice "pushing" the pencil to make horizontal strokes.

MATERIALS AND PREPARATION:

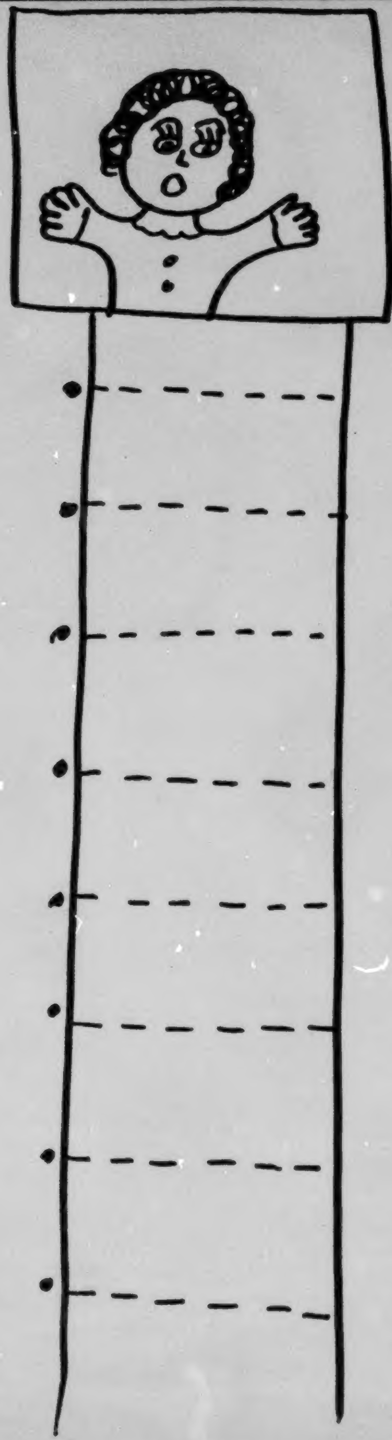
1 copy of ditto for each child.
Chalkboard.
Picture of fireman and ladder.

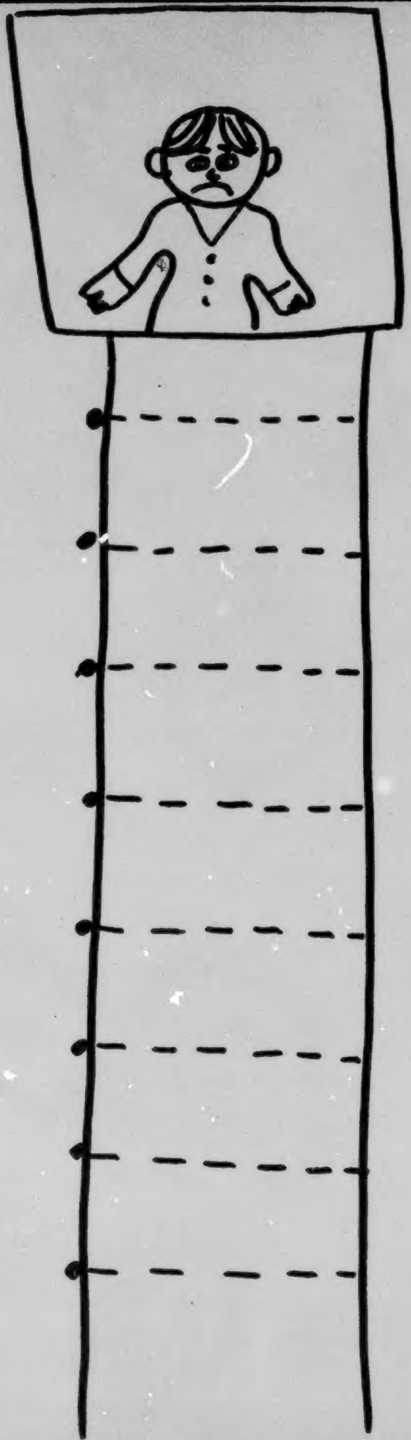
PROCEDURES:

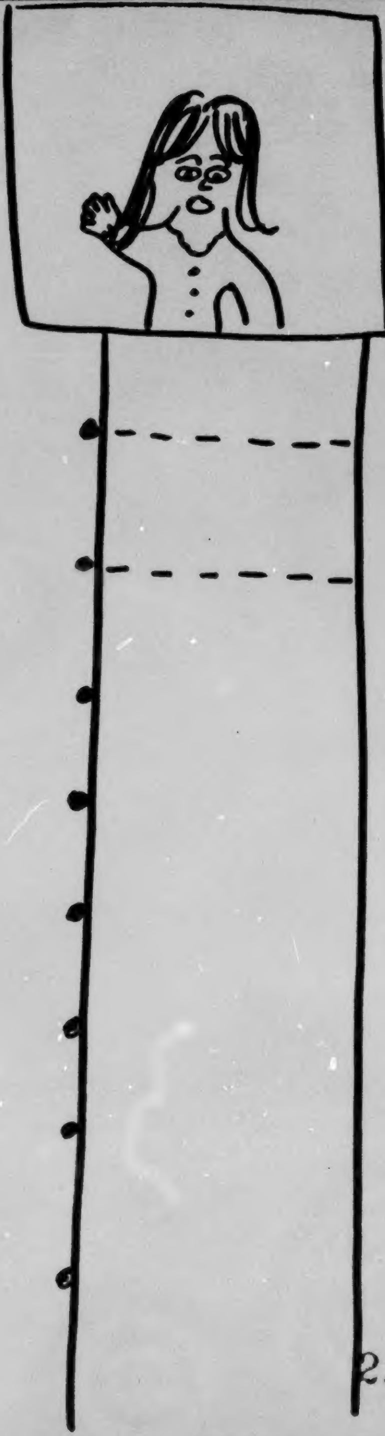
1. Discuss how firemen rescue people from burning buildings, using picture.
2. Draw a simple ladder on the board, demonstrating how you draw the rungs from left to right.
3. Enlist the childrens help to save the people pictured on the ditto by "fixing" the broken ladders.
4. Demonstrate how to trace the lines left to right.
5. The children can complete the ditto independently.

EXTENSIONS (optional)

7-3-a







TITLE: PRACTICING "HOOK" STROKES

Independent Work
*Seatwork
Game

CAN BE CORRELATED WITH:
Spelling
Grammar
Reading
Creative Writing
Mathematics
Social Studies
Science
Health

OBJECTIVE:

To give the child practice forming hooked lines.

MATERIALS AND PREPARATION:

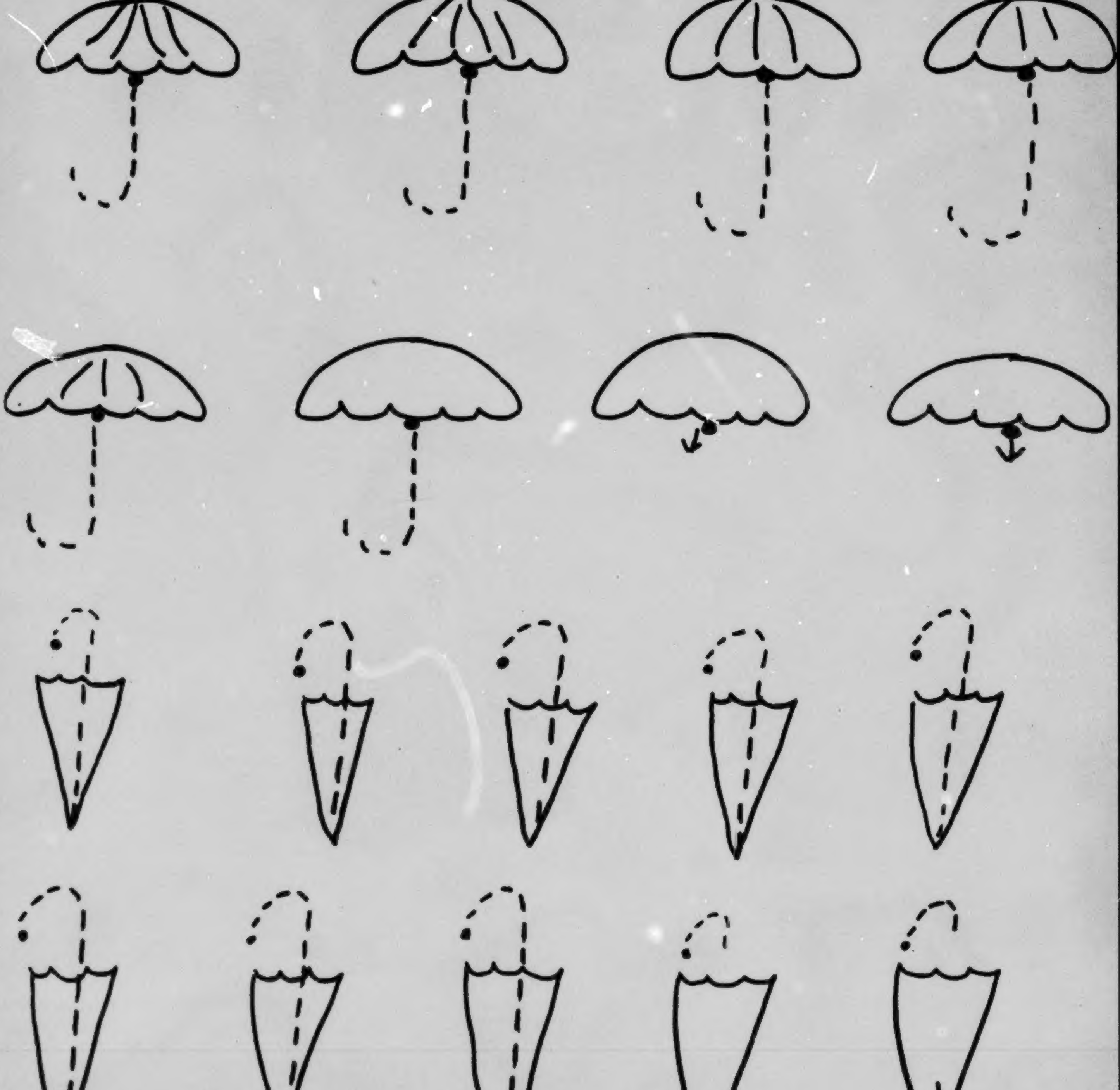
1 copy of ditto for each child.
Chalkboard.
An umbrella with a curved handle.

PROCEDURES:

1. Show the children the umbrella in open and closed positions noting the curve of the handle.
2. On the board draw a simple open umbrella without the handle. Dot the handle in and demonstrate tracing it.
3. Draw a simple closed umbrella without the handle - dot it in and demonstrate tracing it.
4. Demonstrate tracing the dotted handles on the ditto.
5. Demonstrate filling in missing handles.
6. The child may complete the ditto independently.

EXTENSIONS (optional)

Have the children complete their umbrella handles within the confines of manuscript lines.



Y-10

TITLE: PRACTICING "S" STROKES

Independent Work
*Seatwork
Game

CAN BE CORRELATED WITH:
Spelling
Grammar
*Reading — PRS
Creative Writing
Mathematics
Social Studies
Science
Health

OBJECTIVE:

To give the child practice forming the "S" stroke.

MATERIALS AND PREPARATION:

1 copy of ditto for each child.
Chalkboard.
Pictures of a snake.

PROCEDURES:

SNAKES

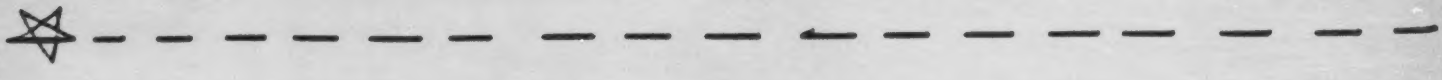
1. Show the pictures of the snake and discuss how snakes can change their shape.
2. Draw several snakes on the chalkboard and trace their shape starting at their heads.
3. Draw a snake in an "S" shape and trace its shape.
4. Pass out the dittos.

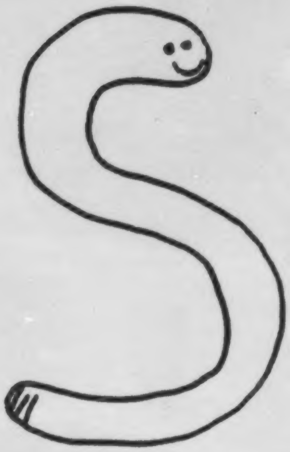
MAZES

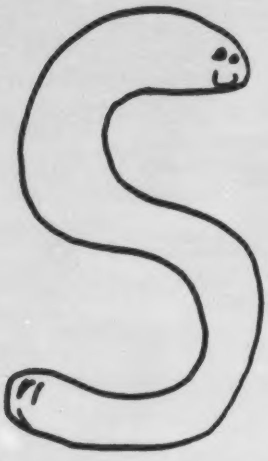
1. Teacher (or child) takes a walk around the classroom, as teacher dictates where to walk. Path taken should be curved.
2. Show ditto to children and enlist their help for the character's travels.
3. Narrate the journey as the children trace the path with their pencils.
4. If desired, the "S" shape of the path can be emphasized.

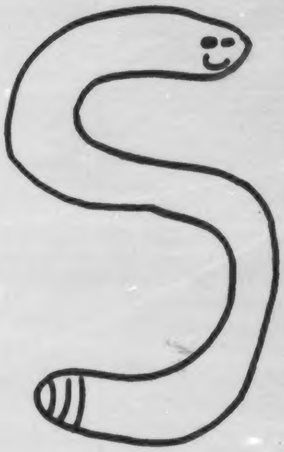
EXTENSIONS (optional)

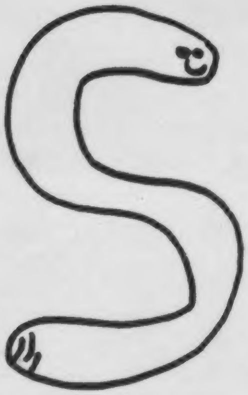
This lesson may be introduced with the PRS lesson for the "S" sound.

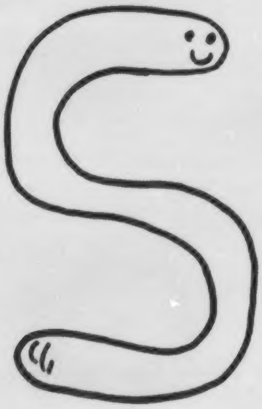


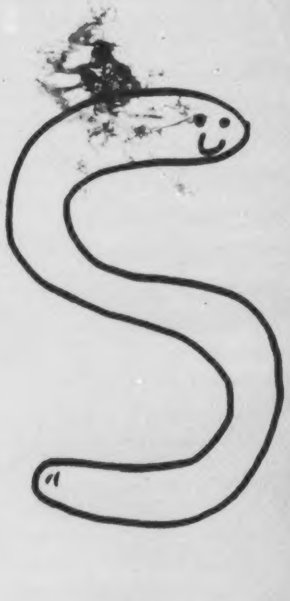


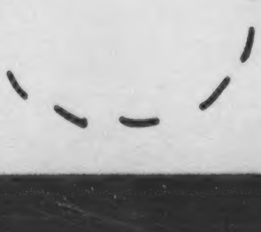


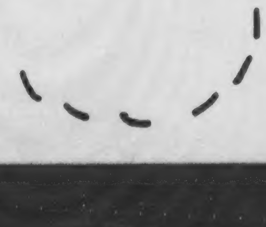


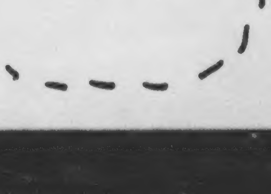


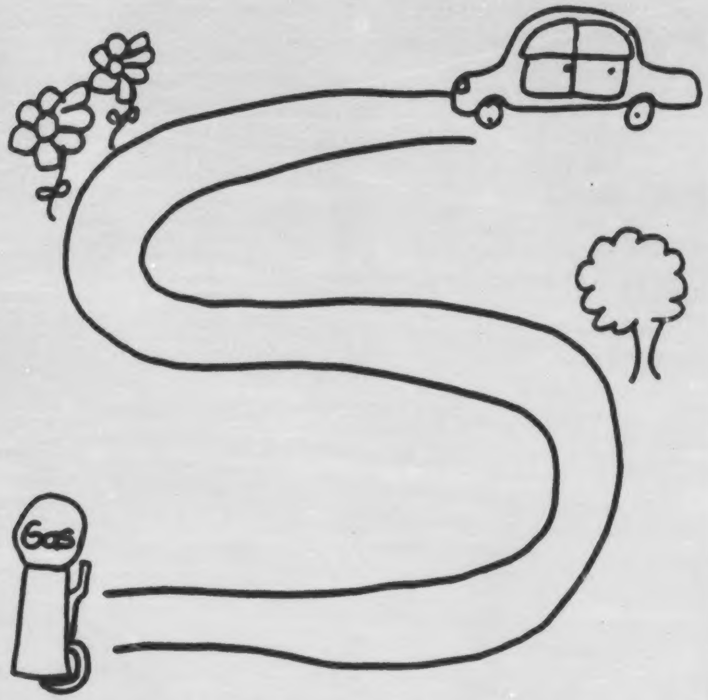


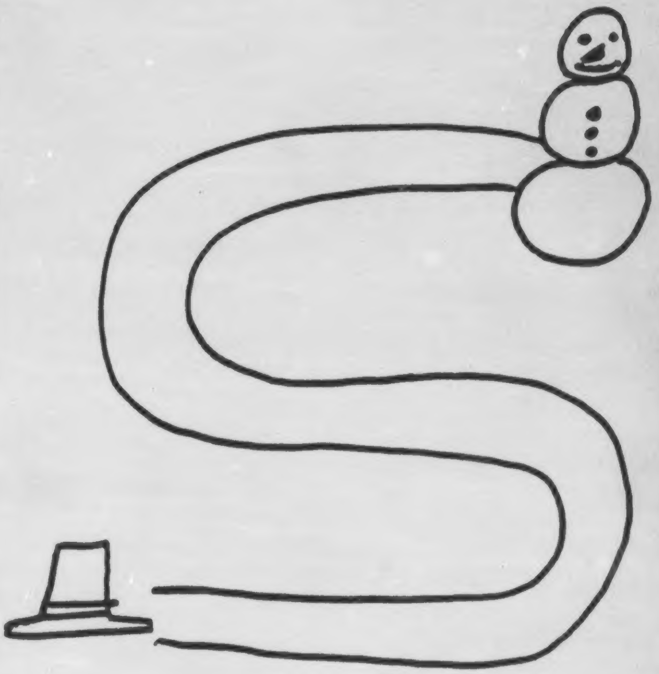


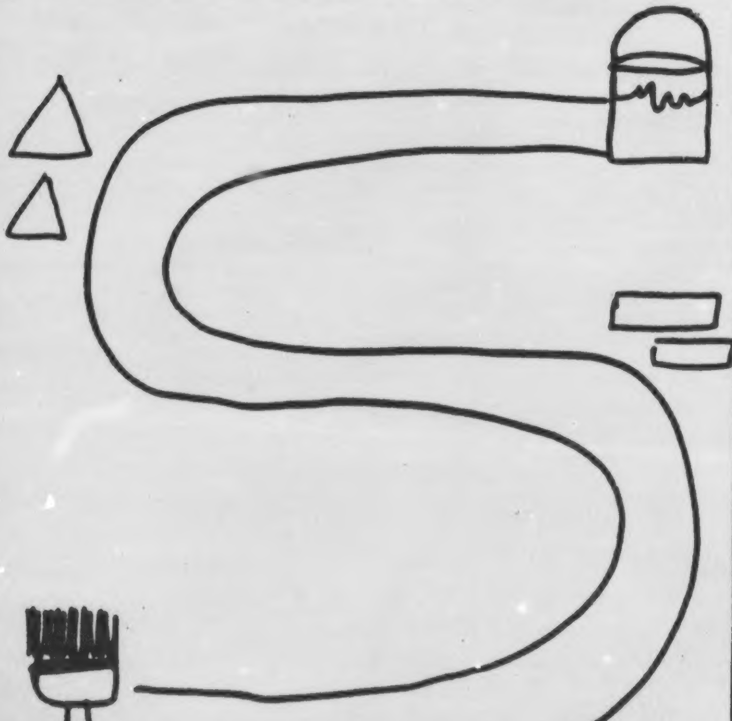


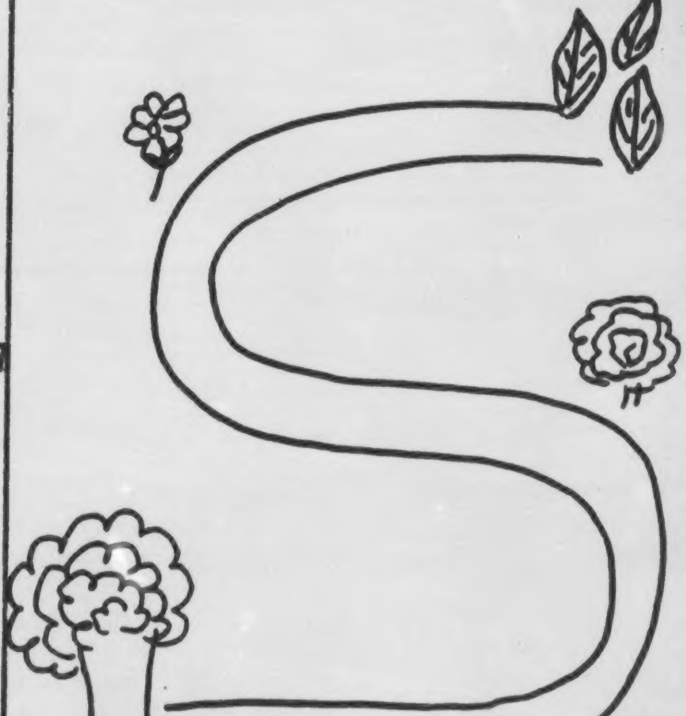





Gas







TITLE: ALPHABET COLLAGE

*Independent Work
Seatwork
Game

CAN BE CORRELATED WITH:
Spelling
Grammar
*Reading
Creative Writing
Mathematics
Social Studies
Science
Health

OBJECTIVE:

To help the child recognize the first letter of his or her name and the sound it makes.

MATERIALS AND PREPARATION:

Large Alphabet letter for each child drawn on 9x12 construction or manilla paper.

PROCEDURES:

1. Cut out the letters for each child, or give assistance to the children as they cut.
2. Provide old magazines for the children to find pictures of things which begin with the same sound as their names.
3. The pictures may be pasted on the letter and any excess trimmed off.
4. The children may enjoy repeating this activity with other letters.

EXTENSIONS (optional)

1. The children may attach a sheet of manuscript paper to the letter with examples of their best printing of the letter.
2. More advanced children may print some words which begin with the letter on their papers.

TITLE: ALL ABOUT ME

Independent Work	CAN BE CORRELATED WITH:
Seatwork	Spelling
Game	Grammar
	Reading
	* Creative Writing
	Mathematics
	Social Studies
	Science
	Health

OBJECTIVE:

The children will practice their handwriting by writing about themselves.

MATERIALS AND PREPARATION:

Paper
Pencils

PROCEDURES:

The children will write about themselves by doing the following:

My name is ________________________.
I live at _________________________.
My phone number is _________________.
I am in the _________ grade at ________________ School.
My teacher's name is ______________.
I am __________ years old.

EXTENSIONS (optional)

TITLE: SELF-CONCEPT

Independent Work
Seatwork
Game

CAN BE CORRELATED WITH:
- Spelling
- Grammar
- Reading
- Creative Writing
- Mathematics
- Social Studies
- Science
- Health

OBJECTIVE:

To develop positive self-image and encourage positive feelings, for classmates while giving the opportunity to practice manuscript writing skills.

MATERIALS AND PREPARATION:

Marking pens.
Large sheet of paper (child-size).

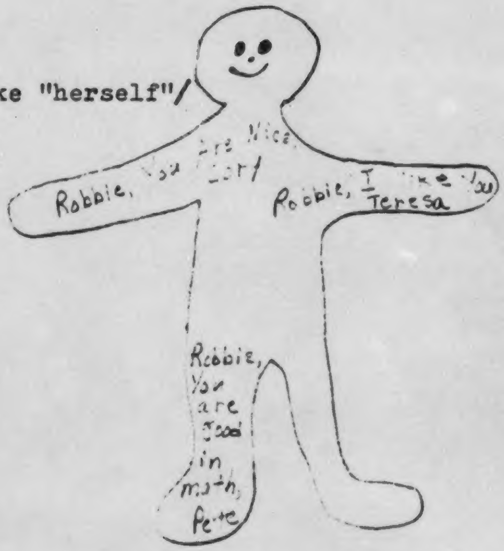
PROCEDURES:

Choose one person each week. Trace his/her body. Each child in class writes a positive message to this person on his/her "body".

Write child's name on body and write nice words about him/her for each letter:

Pretty
Exciting
Nice
Neat
Yummy

At end of week, the child can take "herself"/ "himself" home.


Robbie, You are Nice, Lori
Robbie, I like You Teresa
Robbie, You are good in math, Pete

EXTENSIONS (optional)

TITLE: RAINBOW LETTERS

*Independent Work
Seatwork
Game

CAN BE CORRELATED WITH:
- Spelling
- Grammar
- Reading
- Creative Writing
- Mathematics
- Social Studies
- Science
- Health

OBJECTIVE:

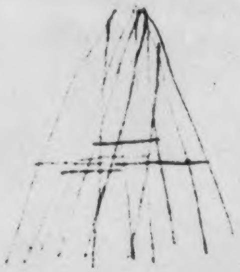
To give the child reinforcement for letter recognition, to increase visual perception.

MATERIALS AND PREPARATION:

Paper and crayons for each child.
Chalkboard and colored chalk for demonstration.

PROCEDURES:

1. Choose a letter the children have learned and print it on the board.
2. Show the class how to make it into a rainbow letter by drawing it again with another colored chalk.
3. Repeat with various colors of chalk.
4. Allow the children to experiment on their papers with letters they know.



EXTENSIONS (optional)

The children may enjoy making rainbow words, using the same concept.

TITLE: ALPHABET SHOW - TELL

Independent Work
Seatwork
*Game

CAN BE CORRELATED WITH:
Spelling
Grammar
Reading
Creative Writing
Mathematics
Social Studies
Science
Health

OBJECTIVE:

To help the pupil recognize a letter in a word and to learn the name of a letter.

MATERIALS AND PREPARATION:

1. A letter to parents to explain the activity.
2. Index cards.
3. Poster paper and magic markers.

PROCEDURES:

1. As a new letter is introduced to the class, plan a show and tell day for objects beginning with that letter.
2. Send a letter to the parents asking them to help the child find a suitable object.
3. As each child shows their objects, they say "G is for goat", etc. The teacher writes the word on the poster paper and the index cards.
4. The child must underline the designated letter in each word.
5. Each child can take the index cards with their words on them home.

EXTENSIONS (optional)

TITLE: WHAT A FISH STORY!

Independent Work	CAN BE CORRELATED WITH:
Seatwork	*Spelling
*Game	*Grammar
	*Reading
	Creative Writing
	Mathematics
	Social Studies
	Science
	Health

OBJECTIVE:

Proper construction and writing of sentences in story form.

MATERIALS AND PREPARATION:

Large fish cut out of colored construction paper with sentences printed on each one. A box large enough to hold all of these.

PROCEDURES:

Students pick a fish out of the box, read the sentence, and copy it on a piece of paper. Students pick 3 or 4 times, copying each sentence in order. Students then read their fish stories.

EXTENSIONS (optional)

TITLE: SENTENCE RELAY

Independent Work
Seatwork
*Game

CAN BE CORRELATED WITH:
* Spelling
* Grammar
* Reading
Creative Writing
Mathematics
Social Studies
Science
Health

OBJECTIVE:

Students will display correct spelling, grammar, and sentence structure through handwriting skills.

MATERIALS AND PREPARATION:

Chalkboard.
Chalk.

PROCEDURES:

Divide the class into two teams of equal ability (as much as possible). Members of each team stand in single file, facing the chalkboard. The teacher draws a vertical line to divide the board in half. The teacher dictates a sentence from the spelling lesson twice. The students then repeat the sentence in unison. The first players in line write the first word of the sentence on the board and walk to the end of the line, while the next player writes the second word, and so on. The first team to finish the sentence correctly, including punctuation, earns a point. If a player makes a mistake, he goes to the end of the line with the next player correcting his/her error.

EXTENSIONS (optional)

W-8

TITLE: WRITING IN RHYME

Independent Work
*Seatwork
*Game

CAN BE CORRELATED WITH:
*Spelling
Grammar
*Reading
*Creative Writing
Mathematics
Social Studies
Science
Health

OBJECTIVE:

Using rhyming words in verse.

MATERIALS AND PREPARATION:

Chalkboard.
Writing paper.
Writing utensils.

PROCEDURES:

Begin by saying:

"Let's write in rhyme
For a time,
I wonder if you,
Can think of a few."

The children should then have a short time to think. Record on the board a few of the students' rhymes.

Then have the children go back to their desks to compose a few by themselves.

If the children find this exercise difficult, you might put several "rhyme families" on the chalkboard.

EXTENSIONS (optional)

TITLE: CINQUAIN POETRY

*Independent Work
Seatwork
Game

CAN BE CORRELATED WITH:
Spelling
Grammar
Reading
* Creative Writing
Mathematics
Social Studies
Science
Health

OBJECTIVE:

To promote creative thinking and writing while practicing manuscript handwriting skills.

MATERIALS AND PREPARATION:

Writing paper and pencils
or
A Copy of Cinquain Pattern (follow construction directions below)

PROCEDURES:

Illustrate cinquain construction.

A		B	
1st line:	Title	1st line:	a word
2nd line:	2 words describing title	2nd line:	2 words that tell about line 1
3rd line:	3 words - actions	3rd line:	3 words - how line 1 moves or acts
4th line:	4 words - feeling	4th line:	2 words that tells something special about 1st word
5th line:	One word summary	5th line:	One word that has the same meaning as the 1st word (or repeat line 1)

EXAMPLE:
Flowers
Brilliantly colored
Blooming and wilting,
Bringing us all pleasure
Beauty

EXAMPLE:
Red
Flash, Flicker
Hurry, Run, Scurry
Good, Bad
Fire!

EXTENSIONS (optional)

TITLE: MAKE A SENTENCE

Independent Work
*Seatwork
*Game

CAN BE CORRELATED WITH:
Spelling
Grammar
Reading
* Creative Writing
Mathematics
Social Studies
Science
Health

OBJECTIVE:

Each child will add a word to a sentence, then copy the sentence onto handwriting paper. This is to instill creativity and to practice handwriting.

MATERIALS AND PREPARATION:

Handwriting paper
Crayons (optional)
Pencils

PROCEDURES:

1. A child can start the game by saying a word such as "an". Then each child in the class should add a word to the sentence.
2. The teacher should record the sentence on the chalkboard.
3. The children can copy the sentence in their best handwriting.

EXTENSIONS (optional)

A picture illustrating the sentence can be drawn by each child.

TITLE: COMPLETE THE SENTENCE

Independent Work
*Seatwork
Game

CAN BE CORRELATED WITH:
Spelling
* Grammar
Reading
* Creative Writing
Mathematics
Social Studies
Science
Health

OBJECTIVE:

Students will complete sentences, practicing manuscript handwriting skills.

Emphasis will include good sentence structure and creativity.

MATERIALS AND PREPARATION:

Students need pencils and writing paper.

Have beginnings of sentences written on board.

PROCEDURES:

1. Have sentence fragment one read aloud. "What could you add to make this a complete sentence?" Elicit as many different and interesting responses as time will allow.
2. Have students copy and complete sentences - **neatly**. Stress creativity!

Examples:

1. Are you ________________________________?
2. That little bird ________________________________.
3. Where is ________________________________?
4. One day, I ________________________________.
5. I like to ________________________________.
6. Is that ________________________________?

EXTENSIONS (optional)

Have sentences read. Record most interesting ones on board.

TITLE: OUT OF ORDER

Independent Work
Seatwork
*Game

CAN BE CORRELATED WITH:
- Spelling
- Grammar
- *Reading
- Creative Writing
- Mathematics
- Social Studies
- Science
- Health

OBJECTIVE:

1. Students will practice manuscript handwriting to improve speed and accuracy.
2. Students will arrange a mixed-up story in order and begin to appreciate importance of correct sequence.

MATERIALS AND PREPARATION:

1. One strip of paper for each desk. On each strip, write one manuscript sentence of five or six that would make up a simple story. Arrange in random order around classroom.
2. Pencils and writing paper.

PROCEDURES:

1. Explain to class that the object is to write quickly, but neatly.
2. Each student copies the sentence on his/her desk as quickly as possible and moves to an empty desk. He/she copies that sentence and as many others as possible within the time limit.
3. When time is up (limit depends on time available and ability of class), take an oral tally of number of sentences each student completed.
4. Have a student who completed all the different sentences read his/her paper. Discuss: Do these sentences make a good story? What's wrong? Elicit that the sentences are out of order.
5. As a class activity, list sentences in order on board. Discuss importance of sequence.

EXTENSIONS (optional)

Have students make up an appropriate (or fantastic) ending or sequel to the story.

TITLE: ALTERNATION

Independent Work
Seatwork
*Game

CAN BE CORRELATED WITH:
*Spelling
*Grammar
*Reading
*Creative Writing
Mathematics
Social Studies
Science
Health

OBJECTIVE:

Students will become familiar with proper spelling and grammar in sentences.

MATERIALS AND PREPARATION:

Chalkboard
Chalk

PROCEDURES:

Students come up, one by one, and add a word to make complete sentences on board.

Students will need to be aware of what proper words need to follow in sequence.

EXTENSIONS (optional)

TITLE: WRITE ON

Independent Work
Seatwork
*Game

CAN BE CORRELATED WITH:
*Spelling
Grammar
Reading
Creative Writing
Mathematics
Social Studies
Science
Health

OBJECTIVE:

Forming words correctly when used in sentences.

MATERIALS AND PREPARATION:

Index cards
Paper
Writing utensils

PROCEDURES:

Make a simple sentence for each child's desk and write each on a separate index card. Tape each to the upper left-hand corner of each child's desk and a large sheet of lined writing paper to the center. To begin, have the students copy their sentences on the top of their papers. Ask them to put down their pencils when they are finished. Then call out "Write on" and ask the children to move to the desk behind them. Continue until the children have copied all the sentences.

EXTENSIONS (optional)

TITLE: GIANT TIC-TAC-TOE

Independent Work
Seatwork
*Game

CAN BE CORRELATED WITH:
- Spelling
- Grammar
- Reading
- Creative Writing
- Mathematics
- Social Studies
- Science
- Health

OBJECTIVE:

To reinforce importance of forming manuscript letters correctly.

MATERIALS AND PREPARATION:

Lines on board for student use.
Large Tic-Tac-Toe square.

PROCEDURES:

1. Divide class into groups (2-6 depending on class size). Assign a symbol for each group (x, O, □ , △ , whatever).
2. By turns, call on an individual to write a letter on the board.
3. Class evaluates the letter and if it is satisfactory, the child places a symbol on tic-tac-toe chart.
4. First group to complete a vertical, horizontal, or diagonal line wins. If no one does, group with most symbols wins.

EXTENSIONS (optional)

Instead of calling letters, call a certain type of letter to be made.

Make a ditto of tic-tac-toe sheet and use as a small group or paired activity.

Adapt to cursive.

Tic Tac Toc

TITLE: TUTTI-FRUITY

Independent Work
Seatwork
*Game

CAN BE CORRELATED WITH:
Spelling
Grammar
Reading
*Creative Writing
Mathematics
Social Studies
Science
Health

OBJECTIVE:

1. Students will practice manuscript writing skills.
2. Students will develop ability to use descriptive words.

MATERIALS AND PREPARATION:

1. Writing paper cut into fruit shapes - 1 for each child.
2. Pencils

PROCEDURES:

1. Students write descriptive words on their fruit shapes.
2. Students move to next desk in their rows and write descriptive words there. Continue until each student has been to every desk in his/her row.
3. When all have finished, select students to read their papers aloud.

EXTENSIONS (optional)

Use animal, car, people, or other shapes to vary the activity.

TITLE: NAME MAZES

Independent Work
Seatwork
*Game

CAN BE CORRELATED WITH:
*Spelling
Grammar
*Reading
Creative Writing
Mathematics
Social Studies
Science
Health

OBJECTIVE:

Word recognition.

MATERIALS AND PREPARATION:

Ditto sheet of children's names hidden in a letter maze.

PROCEDURES:

Children circle each name they come across.

Example:

ASALLYBD
JOEBAGTO

EXTENSIONS (optional)

TITLE: MYSTERY LETTERS

Independent Work
Seatwork
*Game

CAN BE CORRELATED WITH:
Spelling
Grammar
Reading
Creative Writing
Mathematics
Social Studies
Science
Health

OBJECTIVE:

To reinforce letter recognition and listening skills.

MATERIALS AND PREPARATION:

None.

PROCEDURES:

1. As the children sit at their tables or desks or on the floor, ask them to see if they can figure out what the mystery letter is that you are describing.
2. Give a description such as:

"I'm thinking of a letter that is written with two tall sticks to make a teepee shape, and a shorter stick which crosses it in the middle." (A)

or

"I'm thinking of a letter that comes right after Ff in the alphabet." (G)

EXTENSIONS (optional)

Instead of having children tell you the answer, have them write it on a card and hold it up.

TITLE: FOUR FILLER ACTIVITIES

Independent Work
Seatwork
*Game

CAN BE CORRELATED WITH:
Spelling
Grammar
Reading
Creative Writing
Mathematics
Social Studies
Science
Health

OBJECTIVE:

To reinforce recognition of form of manuscript letters and that some letters have similar forms.

MATERIALS AND PREPARATION:

Small manuscript letters should be taught so that students can recognize form. Labels can be decided on for the different letters in class (i.e. a, c, o, e, d are "circle" letters, f, k, l, b, h are the "tall smalls", etc.). Each letter should fall into at least one category.

PROCEDURES:

Choose from the following as quick activities:

1. When dismissing your class, each student must name a letter as the password to "get out". For example: Name a "circle" letter, a "tail" letter, a "curve" letter, etc.
2. At the beginning of handwriting class, have the students write a word following their names that:
    a. starts with a tall small letter, or
    b. has 2 circle letters, or
    c. has a tall small, a circle letter and a tail letter e.g. (fog)
3. During a 2 minute interval have students play a guessing game, "I'm thinking of a tall small letter that starts the name of a toy (b - ball)", etc.
4. Name a letter and have students tell what kind it is, followed by another one. (You say "e", student says "circle letter" and "o".)

EXTENSIONS (optional)

Vary as many ways as you can think of.

Can be adapted to cursive alphabet.

a b c d e g o p q	"circle" letters
b f h k l	"tall small" letters
m n s r u	"curve" letters
i t l	"straight" letters
j g p q y	"tail" letters
v w x y z	"slant" letters
a c d g o q	← "downcurve"
b f h k l	↗ "tall undercurve"
e i j p s r t u w	↗ "small undercurve"
m n v x y z	↗ "overcurve"
o v b w	→ "shelf" letters

TITLE: SILLY PICTURES AND STORIES

Independent Work
*Seatwork
Game

CAN BE CORRELATED WITH:
Spelling
Grammar
Reading
*Creative Writing -- Art
Mathematics
Social Studies
Science
Health

OBJECTIVE:

The children will create silly pictures and then make up silly stories to go with the silly pictures.

MATERIALS AND PREPARATION:

1. Crayons
2. Drawing paper
3. Handwriting paper
4. Pencils

PROCEDURES:

1. The children will create silly pictures.
2. They can then make up stories to go with the silly pictures. First graders can dictate their stories to the teacher.

EXTENSIONS (optional)

TITLE: CAREER HAT STORIES

Independent Work
*Seatwork
Game

CAN BE CORRELATED WITH:
Spelling
Grammar
Reading
*Creative Writing
Mathematics
*Social Studies
Science
Health

OBJECTIVE:

Each child will write about the career he/she chooses.

MATERIALS AND PREPARATION:

1. Handwriting paper
2. Pencils
3. Construction paper
4. Scissors
5. Glue

PROCEDURES:

1. After discussing the various careers, have the children each decide what they want to be.
2. Have each child write about what they would like to be when they grow up.
3. Make a hat for each child depicting the career and paste the writing on the hat.

EXTENSIONS (optional)

W-22

TITLE: SURPRISE BOX

Independent Work
•Seatwork
Game

CAN BE CORRELATED WITH:
Spelling
Grammar
Reading
• Creative Writing
Mathematics
Social Studies
Science
Health

OBJECTIVE:

The children will write about what is in the surprise box.

MATERIALS AND PREPARATION:

Surprise box
Handwriting paper
Schedule for children to bring their surprise items

PROCEDURES:

1. **Each child will choose a day to bring something for the surprise box.**
2. **On the assigned day, the child will share his/her surprise.**
3. **The teacher and the class will write a language experience story about the surprise.**
4. **The children will copy the story on to handwriting paper.**

EXTENSIONS (optional)

TITLE: LETTERS AT HOME

Independent Work
*Seatwork
Game

CAN BE CORRELATED WITH:
Spelling
Grammar
Reading
Creative Writing
Mathematics
Social Studies
Science
Health

OBJECTIVE:

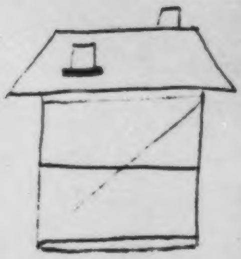
To help the children place letters correctly on the line.

MATERIALS AND PREPARATION:

1 copy of ditto for each child
Chalkboard

PROCEDURES:

1. Before attempting to teach the children to write letters correctly on lined paper, familiarize them with the different parts of the line by drawing a house on the line.
2. As you introduce each letter, tell a story similar to this one: "Zeke walked across the 3rd floor - he found a sliding board and slid right down past the middle floor to the first floor. He walked from left to right and stopped." Ask the children to identify the letter.
3. As you refer to new letters and their placement on the line, orient the pupils by using the phrases "first floor", "basement", "upstairs", etc.



EXTENSIONS (optional)

When the children are first learning to write on lines, draw a house at the beginning of each line to provide a reference.

TITLE: MAP WRITING

Independent Work	CAN BE CORRELATED WITH:
*Seatwork	*Spelling
Game	*Grammar
	Reading
	Creative Writing
	Mathematics
	*Social Studies
	Science
	Health

OBJECTIVE:

Through map skills, the student will also employ handwriting skills.

MATERIALS AND PREPARATION:

U.S. map
Colored pencils

PROCEDURES:

Each student will be given a copy of a map of the United States outlined and some cities marked. On the board, the teacher may write the names of several cities or states. The children use a colored pencil and make a capital manuscript or cursive letter which will connect that group of cities or states. With different colored pencils, the students could use 5 - 10 combinations to review the proper way of writing 5 - 10 letters.

EXTENSIONS (optional)

W-25

TITLE: TONGUE TWISTERS

Independent Work
* Seatwork
Game

CAN BE CORRELATED WITH:
Spelling
* Grammar
* Reading
Creative Writing
Mathematics
Social Studies
Science
Health

OBJECTIVE:

To have child practice writing on lines and forming the letters correctly.

MATERIALS AND PREPARATION:

Lined writing paper

PROCEDURES:

When studying certain letters, tongue twisters can be written:

B b - A big baby buggy with rubber buggy bumpers.

F f - Eat fresh fish fried free at the fish fry.

D d - Double bubble gum bubble double.

Z z - Fuzzy Wuzzy was a bear.
Fuzzy Wuzzy had no hair.
Fuzzy Wuzzy wasn't fuzzy,
Was he?

S s - Of all the saws I ever saw saw,
I never saw a saw like that saw saw.

EXTENSIONS (optional)

TITLE: SCRAMBLED SENTENCES

Independent Work
*Seatwork
*Game

CAN BE CORRELATED WITH:
*Spelling
*Grammar
*Reading
Creative Writing
Mathematics
Social Studies
Science
Health

OBJECTIVE:

The student will be exposed to practice of manuscript or cursive writing.

MATERIALS AND PREPARATION:

Paper
Pencils

PROCEDURES:

The teacher writes a sentence on the board. For example: "nice a Have day." The child must rewrite the words in a sequence that makes sense.

EXTENSIONS (optional)

TITLE: RHYMING ANIMAL NAMES

Independent Work
•Seatwork
Game

CAN BE CORRELATED WITH:
Spelling
Grammar
•Reading
Creative Writing
Mathematics
Social Studies
Science
Health

OBJECTIVE:

The children will choose the name of an animal, and then make a list of all the words that rhyme with the animal's name.

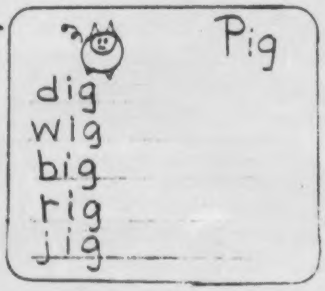
MATERIALS AND PREPARATION:

Paper for handwriting
Crayons
Pencils

PROCEDURES:

1. **List names of animals on the board.**
2. **Choose words that rhyme with the animal word. List on board.**
3. **Have each child copy the list and draw a picture of the animal.**

Example: →



EXTENSIONS (optional)

W-28

TITLE: MOTHER GOOSE RHYMES

Independent Work
*Seatwork
Game

CAN BE CORRELATED WITH:
Spelling
Grammar
*Reading
Creative Writing
Mathematics
Social Studies
Science
Health

OBJECTIVE:

The children will review the Mother Goose Rhymes by making a Mother Goose Booklet.

MATERIALS AND PREPARATION:

Language Experience Paper

PROCEDURES:

1. Review each Nursery Rhyme by reading it.
2. Copy the Nursery Rhyme onto the board.
3. Each child will copy the Nursery Rhyme onto the Language Experience Paper and illustrate it.
4. After 8 or 10 Nursery Rhymes are completed, they can be compiled into a booklet.

EXTENSIONS (optional)

TITLE: COLOR CODED HANDWRITING

Independent Work
•Seatwork
Game

CAN BE CORRELATED WITH:
- Spelling
- Grammar
- Reading
- Creative Writing
- Mathematics
- Social Studies
- Science
- Health

OBJECTIVE:

The student will become familiar with the proper construction of letters.

MATERIALS AND PREPARATION:

Four differently colored lead pencils
Lined paper

PROCEDURES:

Follow this pattern for teaching manuscript or cursive:

Let the first stroke be yellow, the second stroke blue, the third stroke green, and the last stroke red. Use arrows to indicate the direction of each stroke. This is good for a learning center.

EXTENSIONS (optional)

Good for reversals.

TITLE: CARTOON LETTERS

Independent Work
[✓ Seatwork]
Game

CAN BE CORRELATED WITH:
[✓ Spelling]
[✓ Grammar]
Reading
[✓ Creative Writing]
Mathematics
Social Studies
Science
Health

OBJECTIVE:

Apply handwriting skills when composing a letter.

MATERIALS AND PREPARATION:

Peanuts cartoons from a Sunday paper
Writing paper
Pencils or pens

PROCEDURES:

Post the cartoon where children may read it. Then let each child choose one of the characters - Charlie Brown, Lucy, Linus, etc. - and write that character a letter. The letter may comment on that character's actions in the cartoon or alternative outcomes.

EXTENSIONS (optional)

TITLE: CARING FOR A PET

Independent Work
*Seatwork
Game

CAN BE CORRELATED WITH:
Spelling
Grammar
Reading
*Creative Writing
Mathematics
Social Studies
*Science
Health

OBJECTIVE:

The children will learn the proper care of pets as well as practice their handwriting.

MATERIALS AND PREPARATION:

Paper

PROCEDURES:

1. Discuss the proper care of pets.
2. Make a list of things to be done for the proper care of pets.
3. Have the children copy the list using their best handwriting.

EXTENSIONS (optional)

W-32

TITLE: DESCRIBING NAME WORDS

Independent Work
*Seatwork
Game

CAN BE CORRELATED WITH:
Spelling
Grammar
*Reading
Creative Writing
Mathematics
Social Studies
Science
Health

OBJECTIVE:

The children will make a list of naming words after listening to a story.

MATERIALS AND PREPARATION:

Short story
Paper

PROCEDURES:

1. Read a short story to the class.
2. Make a list of 8 or 10 naming words heard in the story on the chalkboard.
3. Have children copy the words onto handwriting paper.

EXTENSIONS (optional)

TITLE: DISCUSSING WORD MEANINGS

Independent Work
*Seatwork
Game

CAN BE CORRELATED WITH:
Spelling
Grammar
*Reading
Creative Writing
Mathematics
Social Studies
Science
Health

OBJECTIVE:

The children will discuss word meanings by listing descriptions of the word.

MATERIALS AND PREPARATION:

Paper

PROCEDURES:

1. **Discuss what a word such as success, happiness, kindness, failure, or distress means.**
2. **List the descriptions on the board.**
3. **Have each child copy the description onto handwriting paper.**

EXTENSIONS (optional)

TITLE: FINISHING A STORY

Independent Work
[✓ Seatwork]
Game

CAN BE CORRELATED WITH:
Spelling
Grammar
[✓ Reading]
Creative Writing
Mathematics
Social Studies
Science
Health

OBJECTIVE:

The children will make up their own endings to a story.

MATERIALS AND PREPARATION:

1. **A story for which the class can make up a creative ending. (Examples: Books by Steven Kellogg and Beverly Cleary)**
2. **Paper**

PROCEDURES:

1. **Read the story to the class, leaving off the ending.**
2. **Have children decide how to finish the story and have them write their own endings. (Primary children will need guidance from the teacher.)**
3. **Read the real ending to the story.**

EXTENSIONS (optional)

TITLE: HANDWRITING REVIEW

Independent Work
*Seatwork
Game

CAN BE CORRELATED WITH:
Spelling
*Grammar
*Reading
Creative Writing
Mathematics
Social Studies
Science
Health

OBJECTIVE:

To review printing of the alphabet, stress capitalization, periods at the end of sentences, and spacing between the words.

MATERIALS AND PREPARATION:

List of sentences.

PROCEDURES:

Each day "zero in" on a letter. The sentences for each letter are:

Amy Ape ate apples.
Baby Bear begs bread.
Carrie Copycat cries.
Danny Dog digs dirt.
Elmer Elephant eats eggs.
Freddy Fox falls flat.
Gray Goat gets gruff.
Harry Horse hates hats.
Irene Insect is Irish.
Jim Jaybird's just jolly.
Katy Kangaroo kicks kettles.
Leo Lion leaps.
Mary Mouse makes music.
Nancy Newt needs naps.
Ollie Owl opens oysters.
Penny Pig plays peek-a-boo.
Quincy Quail quits quarreling.
Ronnie Rabbit runs races.
Sammy Snake says "ssss".
Terry Tiger talks tough.
Uncle Unicorn uses umbrellas.
Vicki Valentine visits Vera.
Willie Wolf washes windows.
"X" marks the spot.
Yolanda Yak yells yes.
Zeke Zebra zips zippers.

EXTENSIONS (optional)

TITLE: LETTER WRITING

Independent Work
*Seatwork
Game

CAN BE CORRELATED WITH:
Spelling
Grammar
Reading
*Creative Writing
Mathematics
Social Studies
Science
Health

OBJECTIVE:

The children will write a letter together to a sick friend, an author, or an elderly friend.

MATERIALS AND PREPARATION:

Handwriting paper
Construction paper
Crayons
Pencil
Glue

PROCEDURES:

1. **Write a letter together on a language experience chart or chalkboard.**
2. **Children can copy letter on handwriting paper.**
3. **Children may then make and decorate a card and paste the letter onto the card.**

EXTENSIONS (optional)

TITLE: MOTHER'S DAY CARD

Independent Work
• Seatwork
Game

CAN BE CORRELATED WITH:
Spelling
• Grammar
Reading
• Creative Writing
Mathematics
Social Studies
Science
Health

OBJECTIVE:

To have a child write a poem neatly to be used for a Mother's Day Card.

MATERIALS AND PREPARATION:

1. Construction paper (12" x 18")
2. Writing paper with lines
3. Black Tempra, tin pan, paper towels, water

PROCEDURES:

1. Have children write poem on lined paper:

   "My handprints you have seen before,
   Maybe on a wall or on a door,
   But this one please don't wash away,
   It is for you on Mother's Day!"

2. Staple poem on the bottom of construction paper.
3. Dip hand in paint and press handprint at the top of the construction paper.

EXTENSIONS (optional)

TITLE: LETTER/WORD MAZE

Independent Work
*Seatwork
Game

CAN BE CORRELATED WITH:
*Spelling
Grammar
*Reading
Creative Writing
Mathematics
Social Studies
Science
Health

OBJECTIVE:

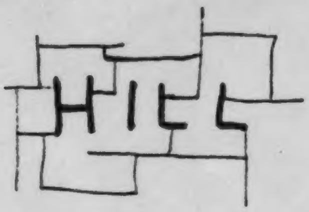
Letter recognition.

MATERIALS AND PREPARATION:

Worksheet - in a maze of lines containing several letters, a word is hidden.

PROCEDURES:

The student is to trace the lines, coming across the letters which form the hidden word. The child discovering the word first, writing it correctly and neatly, is the winner.



EXTENSIONS (optional)

Several mazes could be used to make this more challenging.

TITLE: NUTRITION - FOOD CATAGORIES

Independent Work
*Seatwork
Game

CAN BE CORRELATED WITH:
Spelling
Grammar
Reading
Creative Writing
Mathematics
Social Studies
*Science
*Health

OBJECTIVE:

The children will learn about the food families and practice their handwriting by making food folders.

MATERIALS AND PREPARATION:

1. **Language Experience Paper**
2. **Information on the food groups.**

PROCEDURES:

1. **Discuss the families of food.**
2. **List the types of food under each food group on the board.**
3. **Each child can copy the information from the board and draw pictures for each food group. (one page for each food group)**
4. **Make the handwriting papers into a booklet.**

EXTENSIONS (optional)

TITLE: COOKBOOK HANDWRITING PRACTICE

Independent Work
*Seatwork
Game

CAN BE CORRELATED WITH:
Spelling
Grammar
Reading
Creative Writing
Mathematics
Social Studies
Science
Health

OBJECTIVE:

To provide practice of manuscript writing skills.

To increase students' awareness of recipes and recipe terms.

MATERIALS AND PREPARATION:

Construction paper
Writing paper

PROCEDURES:

1. Locate a cookbook with recipes designed for young cooks.
2. Choose several recipes with simple, well-explained steps.
3. Make a booklet in which to keep recipes.
4. Children copy recipes (preferably either before or after they have a chance to make something, if feasible).
5. Children title and design cover.

EXTENSIONS (optional)

As an extra activity, have children say how they think something is made before they read the correct way. Record children's responses and have them copy. Later compare their ideas to real recipes.

W-41

TITLE: OPPOSITES KITE

Independent Work
*Seatwork
*Game

CAN BE CORRELATED WITH:
Spelling
*Grammar
*Reading
Creative Writing
Mathematics
Social Studies
Science
Health

OBJECTIVE:

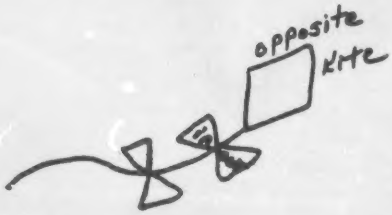
The children will learn opposites by making an opposites kite as a class project.

MATERIALS AND PREPARATION:

1. Construction paper for kite
2. Handwriting paper

PROCEDURES:

1. Discuss what opposites are.
2. Make a list of all the opposites the class can think of. (The children may ask their families to help them.)
3. Make a kite and put the opposite words on the kite's tail.
4. Children can make their own opposite word list on handwriting paper at their own desks.



EXTENSIONS (optional)

TITLE: SOUND SENTENCES

Independent Work
*Seatwork
Game

CAN BE CORRELATED WITH:
Spelling
Grammar
Reading
*Creative Writing
Mathematics
Social Studies
Science
Health

OBJECTIVE:

The children will make up sentences using sound words.

MATERIALS AND PREPARATION:

Sound cards
Paper
(optional - crayons)

PROCEDURES:

1. Put sound words on cards and have children draw cards. (Some examples of sounds are: splat, grrr, swish, bang, crunch, boom, ouch, ooo, ugh, chirp, sh, ha-ha, scrape.)
2. Make up sentences expressing each sound and write the sentences on the board.
3. Let each child select one or two sentences to copy on his/her own paper.

EXTENSIONS (optional)

The sentences may be illustrated.

W-43

TITLE: STORYTELLING FROM A PICTURE

Independent Work
[✓ Seatwork]
Game

CAN BE CORRELATED WITH:
Spelling
Grammar
[✓ Reading]
Creative Writing
Mathematics
Social Studies
Science
Health

OBJECTIVE:

The children will write a language experience story using an interesting picture as a guide.

MATERIALS AND PREPARATION:

An interesting picture
Paper

PROCEDURES:

1. Show an interesting picture to the class.
2. Discuss the picture, bringing in as many imaginative ideas as possible.
3. Write a language experience story about the picture.
4. Have each child copy the story onto handwriting paper.

EXTENSIONS (optional)

TITLE: SUMMARIZING THE DAY'S EVENTS

Independent Work
*Seatwork
Game

CAN BE CORRELATED WITH:
Spelling
Grammar
*Reading
*Creative Writing
Mathematics
Social Studies
Science
Health

OBJECTIVE:

Review the day's activities by writing a sentence on the board.

MATERIALS AND PREPARATION:

1. Chalkboard, chalk
2. Paper, pencil

PROCEDURES:

1. Talk about the day's events and write a language experience sentence on the board.
2. The children will copy the sentence onto lined writing paper.
3. The sentence should be taken home to be shared, with the children's families.

EXTENSIONS (optional)

TITLE: VALENTINE'S DAY LIST

Independent Work
*Seatwork
Game

CAN BE CORRELATED WITH:
*Spelling
Grammar
Reading
Creative Writing
Mathematics
Social Studies
Science
Health

OBJECTIVE:

The children will practice writing the names of their classmates by making a Valentine's Day list.

MATERIALS AND PREPARATION:

Paper for handwriting.

PROCEDURES:

1. List all of the children's names on the chalkboard.
2. Have the children copy the list of names on handwriting paper.
3. This list may be taken home and used for addressing Valentines.

EXTENSIONS (optional)

TITLE: TONGUE TWISTERS

*Independent Work
*Seatwork
*Game

CAN BE CORRELATED WITH:
*Spelling
*Grammar
*Reading
*Creative Writing
Mathematics
Social Studies
Science
Health

OBJECTIVE:

Practicing letter formation.

MATERIALS AND PREPARATION:

Paper
Pencil

PROCEDURES:

Pick a letter for the day. Have each child choose a name using that letter. Then have her/him choose a word to describe the name, using the same letter. Expand on this until a tongue twister is formed.

Example: "Tiny Tim twists his tongue ten times."

EXTENSIONS (optional)

TITLE: THE CALENDAR

*Independent Work
Seatwork
Game

CAN BE CORRELATED WITH:
*Spelling
Grammar
Reading
Creative Writing
Mathematics
Social Studies
Science
Health

OBJECTIVE:

Using penmanship of letters and numbers to exhibit mastery of formation.

MATERIALS AND PREPARATION:

A large calendar (about 18" x 24") without dates or numbers.

PROCEDURES:

Have a child print the correct number of the current date in the right spot each day. The child can also print the day of the week.

EXTENSIONS (optional)

W-48

TITLE: LETTER BOX

*Independent Work
Seatwork
Game

CAN BE CORRELATED WITH:
*Spelling
*Grammar
Reading
Creative Writing
Mathematics
Social Studies
Science
Health

OBJECTIVE:

Through touching a 3-dimensional letter, a student should correctly write that letter without seeing it.

MATERIALS AND PREPARATION:

Small box with hole cut in the top large enough for the child's hand to pass through. Sturdy cardboard, wood or plastic letters either in lower or upper case manuscript.

PROCEDURES:

Place one group of letters in the box; the child puts his/her hand into the box and feels one particular letter. He/she prints the letter on his/her paper. When he/she is finished, he/she brings that letter out of the box to check to see if he/she is correct. If he/she isn't correct, he/she can look over the letter, feel it, and print it correctly while putting it back in the box. Repeat with another letter.

EXTENSIONS (optional)

Good for reversals.

TITLE: GRAFFITI WALL

[✓ Independent Work]
Seatwork
Game

CAN BE CORRELATED WITH:
[✓ Spelling]
Grammar
Reading
[✓ Creative Writing]
Mathematics
Social Studies
Science
Health

OBJECTIVE:

Students will be able to practice letters and spelling of words.

MATERIALS AND PREPARATION:

A portion of the wall covered with plain white paper.

PROCEDURES:

Cover a wall or a portion of a wall with the paper. On this wall children are encouraged to paint or write their names or messages. This will greatly encourage children who are practicing letters to apply them in a new situation.

EXTENSIONS (optional)

TITLE: HANDWRITING DIARY

*Independent Work
Seatwork
Game

CAN BE CORRELATED WITH:
- Spelling
- Grammar
- Reading
- Creative Writing
- Mathematics
- Social Studies
- Science
- Health

OBJECTIVE:

To stimulate in each student the desire to strive for neatness.

To provide reinforcement of manuscript writing skills.

To allow students a chance to see their own progress.

MATERIALS AND PREPARATION:

Writing paper for each student.

Construction paper for each student.

Pencils

PROCEDURES:

1. Prepare weekly diary sheet (see example) or have class prepare as a "following directions" activity (fold paper in half twice, write Month, Monday's date, dash, Friday's date on top line).
2. At end of each class period, have students write the name of the day in appropriate box and an example in their best writing of important letters practiced that day. On Friday you may want an example of week's work.
3. Encourage students to evaluate progress. Diaries could be sent home with report cards and shown to parents at conference time.

EXTENSIONS (optional)

Can be adapted for cursive writing.

V-50-a

March 3-7

Monday

Tuesday

Wednesday

Thursday

Friday

TITLE: HEALTHY HANDWRITING

•Independent Work	CAN BE CORRELATED WITH:
Seatwork	Spelling
Game	Grammar
	Reading
	Creative Writing
	Mathematics
	Social Studies
	Science
	Health

OBJECTIVE:

Encourage children to evaluate their own handwriting - make a diagnosis and "treat" the symptoms.

MATERIALS AND PREPARATION:

Familiarize children with the different diseases and symptoms they are to look for. (See worksheet)

Writing paper
Red pencil
Copy of Dr. L. P. sheet for each student

PROCEDURES:

1. During handwriting class, or any other class in which students have been doing written work, stop the work for a period of diagnosis.
2. Have students check their work for "symptoms", underline them and write the name of disease(s) on top of paper.
3. Allow students to "treat" symptoms and watch for improvement.

EXTENSIONS (optional)

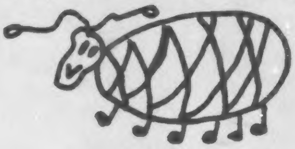
You may want to spot check students work by using diagnosis sheet on a surprise basis.

NOTE: Idea taken from Teacher, September 1976 and March 1977 by Linda Westbrooks

HEALTHY HANDWRITING

Dr. L.P. (Lead Pencil)

(Taken from Teacher - September 1976 and March 1977 by Linda Westbrooks)



Example: Giantwrityitis

Symptoms: Very large words and letters that take up too much room.

Diagnosis: Disease called Giantwrityitis.

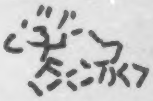
Cause: Giantwrityitis virus. It's "bite" infects the victim with BIGNESS.

Treatment: Practice normal-size letters. (Underneath "Treatment", I put examples of the disease and the correct way of writing the word.)

Tinywrityitis

Symptoms:
The patient's writing is so small, the reader can hardly read it.

Broken Letters



Symptoms:
Letters are not complete.
Example: C C
instead of o a

Frillyosis

Symptoms:
Writer uses unnecessary frills and curls.

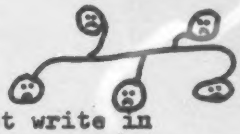
Messiosis

Symptoms:
Blotches, scratches, roughness, tears, holes and wrinkles appear on paper.

Slantwritis

Symptoms:
Severe slanting to left or right.

Slumps

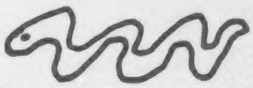


Symptoms:
Wandering letters or words. Writer does not write in a straight line. Letters and/or words are above and below the lines.

"T"sles and Unmeasles

Symptoms:
Writers "t's" are uncrossed and "i's" are undotted.

Squeezles



Symptoms:
Writer does not leave enough room between letters or words.

Sloppox

Symptoms: Writer suffers from wide range of above symptoms.

TITLE: NUMBER FRIENDS

Independent Work
Seatwork
Game

CAN BE CORRELATED WITH:
- Spelling
- Grammar
- Reading
- Creative Writing
- Mathematics
- Social Studies
- Science
- Health

OBJECTIVE:

To give the pupil a frame of reference to remember correct number formation.

MATERIALS AND PREPARATION:

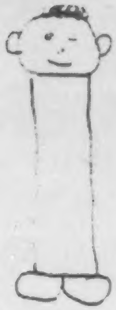
1. Poster-sized copy of each number friend.
2. A dittoed copy of each number friend for each pupil.
3. Chalkboard.

PROCEDURES:

1. To introduce each number, display the poster and repeat the verse together several times.
2. Demonstrate correct formation of each number on the board.
3. Pass out the dittos and have the children complete in this order:
    - name
    - practice printing the numerals on the line provided
    - color the number friend

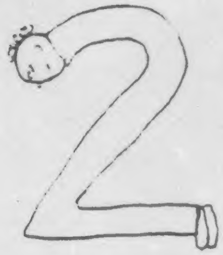
EXTENSIONS (optional)

Pages may be saved and put into a book.



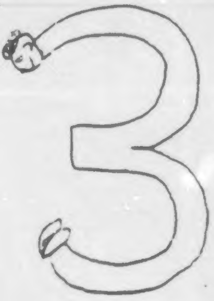
Mr. 1 stands straight and tall.
He doesnt ever bend at all

1 - - - - - - - - - - -



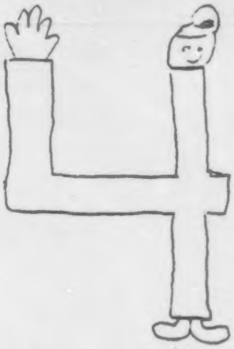
Mr. 2 is down on his knees
He forgot to say please.

2 - - - - - - - - - - - - -



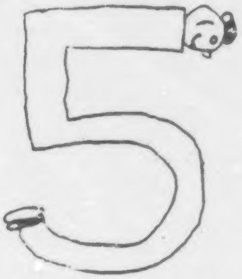
Mr. 3 is a curvy guy. His
feet are down low, his head
is up high.

3 - - - - - - - - - - -



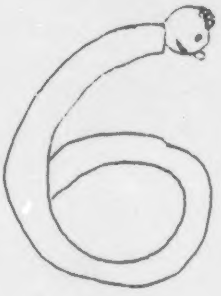
Mr. 4 is a traffic cop.
He holds up his hands for
you to stop.

4 - - - - - - - - - - -



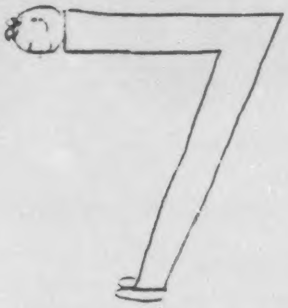
Mr. 5's tummy is big and
round He sticks his head
out, but his feet he hasnt
found.

5 - - - - - - - - - - -

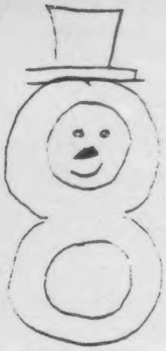


Mr. 6 won't show his feet
He tucks them in when he
goes to sleep.

6 - - - - - - - - - - - -

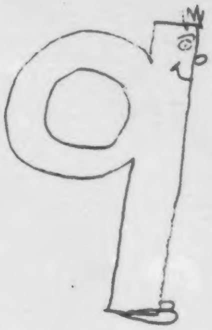


Mr. 7 can't stand up straight
He's tired because he
stayed up late.

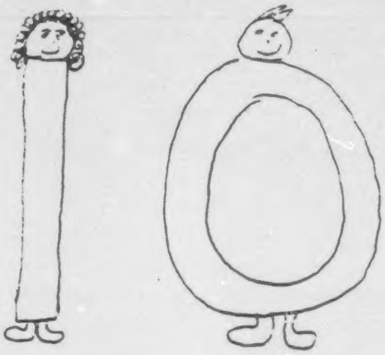


Mr. 8 looks like a man
made of snow. He's just as b
on top as he is below

7 - - - - - - - - - - 8 - - - - - - - - - - -



Mr. 9 has a pack on his back



Mr. and Mrs 10 are husband
and wife He's as round as an
apple, shes as thin as a
knife

9 - - - - - - - 10 - - - - - - - - - -

TITLE: DOT-TO-DOT NUMBERS

Independent Work
*Seatwork
Game

CAN BE CORRELATED WITH:
Spelling
Grammar
Reading
Creative Writing
*Mathematics
Social Studies
Science
Health

OBJECTIVE:

To reinforce correct form, shape and construction of manuscript numbers.

To reinforce number order.

MATERIALS AND PREPARATION:

Run off dittos of dot-to-dot sheets.
Students - pencils

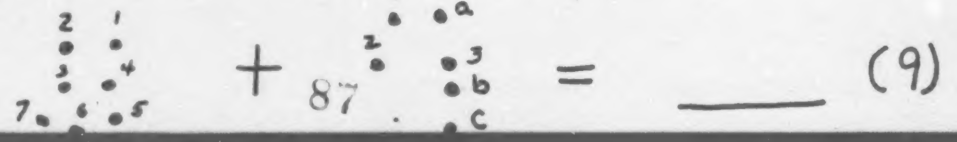
PROCEDURES:

1. Have 1 or 2 number dot-to-dots on board to review process.
2. Students should complete each dot-to-dot one at a time, discussing starting point, shape, etc. before going on to the next number.

EXTENSIONS (optional)

Use resource sheet as pattern to introduce each number separately before using the sheets.

Use pattern in simple addition or subtraction problems:
Example:

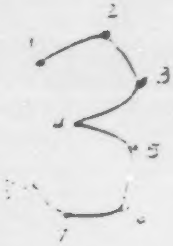


1

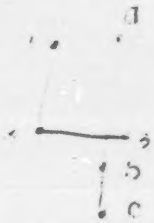
★ My best

2 2

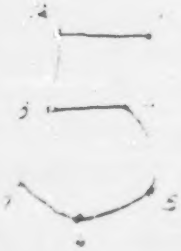
★ My best



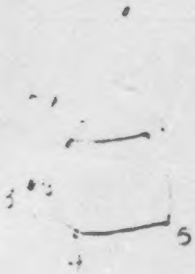
3 3



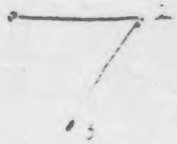
4 4



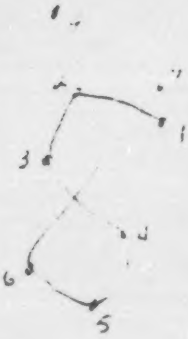
5



6 ____ ____ ____

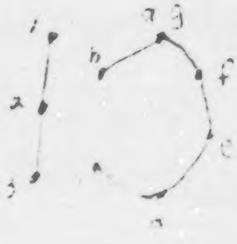


7 ____ ____ ____



8 ____ ____ ____

9 ____ ____ ____



10 10 ____ ____ ____

TITLE: NUMBER PUZZLES

Independent Work
Seatwork
*Game

CAN BE CORRELATED WITH:
Spelling
Grammar
Reading
* Creative Writing
Mathematics
Social Studies
Science
Health

OBJECTIVE:

To help the children recognize the numerals and to remember the correct way to write them.

MATERIALS AND PREPARATION:

Copies of puzzles for each child.

Large puzzles for demonstration.

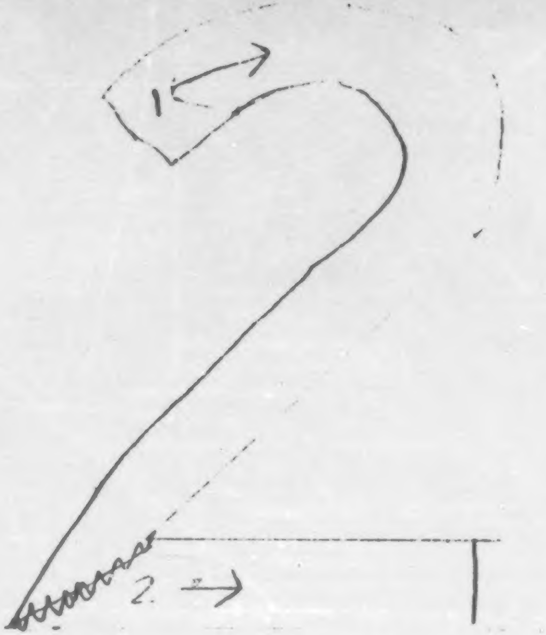
PROCEDURES:

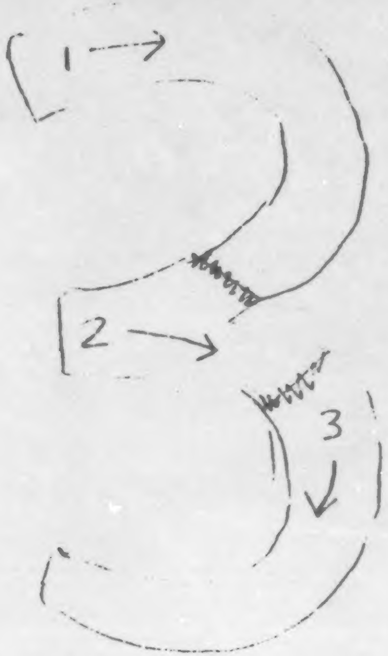
1. Make copies of each number puzzle, making each puzzle in a different color.
2. Pass out one number at a time and have the children cut it out.
3. After it is cut out, they can cut it into pieces on the given lines.
4. Demonstrate how to put the puzzle back together, using the numbers on the pieces as cues, and counting the pieces to see what number it is supposed to be.

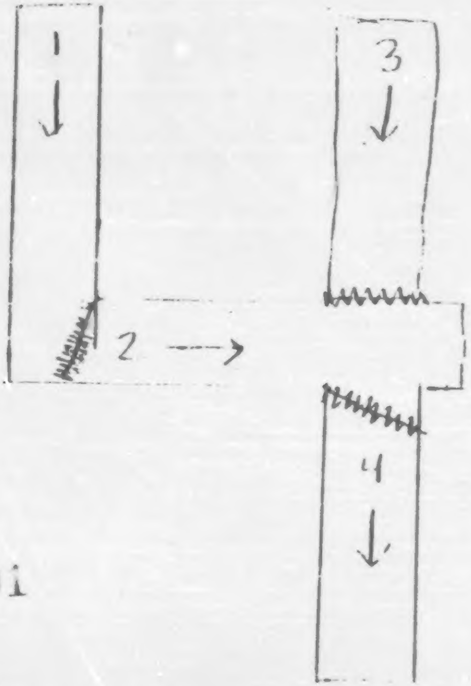
EXTENSIONS (optional)

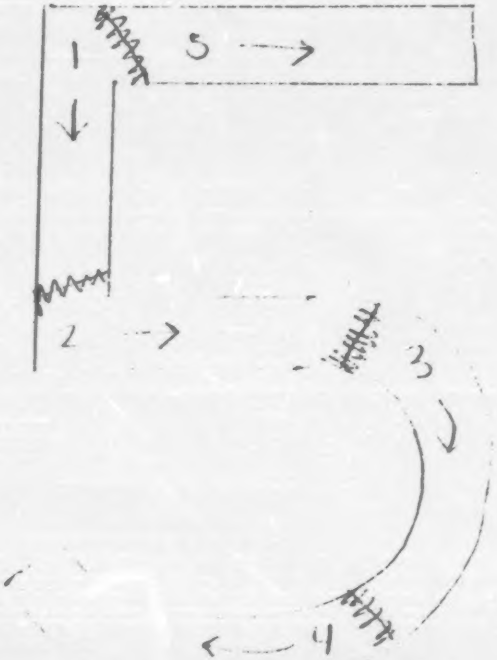
Puzzles may be made for the numbers 6 - 10.

G-3-a









TITLE: "TOUCH ME" LETTERS

Independent Work	CAN BE CORRELATED WITH:
Seatwork	Spelling
Game	Grammar
	Reading
	Creative Writing
	Mathematics
	Social Studies
	Science
	Health

OBJECTIVE:

To reinforce cursive letter formations.

MATERIALS AND PREPARATION:

PROCEDURES:

With clear fingernail polish, paint large, inch-wide letters on hand-sized oaktag cards. Before the polish dries, sprinkle it with sand, glitter, or some other rough substances that won't cut. By tracing their fingers over the symbols, children can get a good idea of how the letters are written.

EXTENSIONS (optional)

TITLE: TWISTERS

Independent Work
Seatwork
Game

CAN BE CORRELATED WITH:
Spelling
Grammar
Reading
* Creative Writing
Mathematics
Social Studies
Science
Health

OBJECTIVE:

To reinforce cursive letter formations.

MATERIALS AND PREPARATION:

PROCEDURES:

Twisters, those plastic strips used to seal loaves of bread and other food packages, can be used by your students to form letters and other "sculptures". The children can manipulate one, two, or three of the strips into any letter of the alphabet, upper or lower case, and the twisters can be used again and again.

EXTENSIONS (optional)

TITLE: LETTER PERFECT

Independent Work	CAN BE CORRELATED WITH:
Seatwork	Spelling
Game	Grammar
	Reading
	Creative Writing
	Mathematics
	Social Studies
	Science
	Health

OBJECTIVE:

To reinforce correct letter formation.

MATERIALS AND PREPARATION:

1. Acetate
2. India ink

PROCEDURES:

To help children master cursive letter forms, trace the letters of the alphabet (both upper and lower case) on a sheet of clear acetate. Trace them from a penmanship book so they'll be "letter perfect" and use India ink so they'll stand out boldly. When the children have finished their handwriting exercises, they can evaluate their own efforts by placing the letter on the acetate over the letter they've just written. Any part of the letter incorrectly formed will be immediately apparent.

EXTENSIONS (optional)

TITLE: THE LETTER CONNECTION

*Independent Work
Seatwork
Game

CAN BE CORRELATED WITH:
*Spelling
Grammar
Reading
Creative Writing
Mathematics
Social Studies
Science
Health

OBJECTIVE:

Students connect letters requiring special formations.

MATERIALS AND PREPARATION:

Paper
Pencil or pen
Chalkboard or
Worksheet

PROCEDURES:

Use rhyming words to continue connecting patterns. For example, teacher could write *foil*... Students would continue pattern by writing such words as oil, soil, coil, toil. Other difficult connections may include: be, we, bu, bi, ve, os, wi, or, wr, ve, vo, oa and others which may cause difficulty.

EXTENSIONS (optional)

TITLE: PARTY TIME!

Independent Work
*Seatwork
Game

CAN BE CORRELATED WITH:
Spelling
*Grammar
Reading
*Creative Writing
Mathematics
Social Studies
Science
Health

OBJECTIVE:

Students will correctly write an invitation using cursive writing.

Students will use proper form and slant in writing cursive upper and lower case letters.

MATERIALS AND PREPARATION:

Paper
Pencil

PROCEDURES:

Students use form given in Grade 3 English Book page 100 to write an invitation to a friend. Students must use capital letters to write invitation.

EXTENSIONS (optional)

Write an invitation and ask students to correct errors.

TITLE: MYSTERY WORD

Independent Work
Seatwork
Game

CAN BE CORRELATED WITH:
- Spelling
- Grammar
- Reading
- *Creative Writing
- Mathematics
- Social Studies
- Science
- Health

OBJECTIVE:

To enhance creative thinking while practicing handwriting skills.

MATERIALS AND PREPARATION:

1. Chalkboard
2. Dictionary
3. Pencil
4. Papers

PROCEDURES:

A mystery word is written on the chalkboard. The word can be real as long as nobody knows what it means, but it is generally more fun and works well if it is a strange sounding, made-up word. Each student writes a paragraph or perhaps a short poem, about the mystery word. This can be what it is, does, looks like, etc. Have your "mystery writers" read their paragraphs aloud.

EXTENSIONS (optional)

TITLE: CREATE A WORD

Independent Work
Seatwork
*Game

CAN BE CORRELATED WITH:
*Spelling
Grammar
*Reading
Creative Writing
Mathematics
*Social Studies
*Science
*Health

OBJECTIVE:

Students will create words using letters given.

Students will use proper form and slant to write using cursive letters.

MATERIALS AND PREPARATION:

1. Chalkboard
2. Chalk
3. Paper
4. Pencil or pen

PROCEDURES:

Teacher writes a word on board. (Spelling, holiday, name, vocabulary word) Students use letters contained in word to write new words. Winner is child who forms the most correctly spelled and written words.

Example: United States
1. date
2. us
3. stem
4. tin
5. dent

EXTENSIONS (optional)

TITLE: DICTIONARY DETECTIVES

*Independent Work
Seatwork
Game

CAN BE CORRELATED WITH:
Spelling
Grammar
*Reading
Creative Writing
Mathematics
Social Studies
Science
Health

OBJECTIVE:

To review small case letters.

MATERIALS AND PREPARATION:

Dictionary

PROCEDURES:

Have the students write all the guide words for a, b, c, . . .

EXTENSIONS (optional)

TITLE: SPEED PRACTICE

Independent Work
Seatwork
•Game

CAN BE CORRELATED WITH:
Spelling
Grammar
Reading
•Creative Writing
Mathematics -- optional
Social Studies
Science
Health

OBJECTIVE:

1. Students will practice cursive handwriting to improve speed and legibility.
2. Students will use graphing skills to construct bar graph of class performance of activity. (Optional)

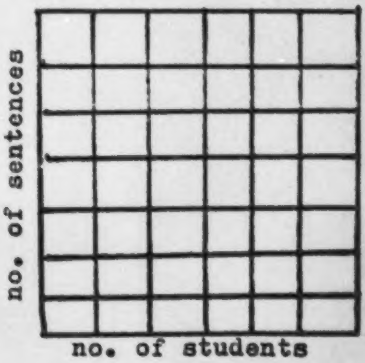
MATERIALS AND PREPARATION:

1. Enough 4 x 6 notecards or strips of paper (with cursive sentences on them) for each student desk and 3 or 4 extra places in room. Sentences should be equal in length.
2. Students need handwriting paper and pencils.

PROCEDURES:

1. Explain rules of race game. Object is to copy the most sentences legibly in the time allowed. Following, a bar graph can be made to chart class performance or average.

   Rules: a. Student copies sentence at desk and moves to next empty desk to copy, etc. until time is called.
   b. Undue noise can be charged with loss of 1 sentence or other appropriate action.
2. Time students for 5 or so minutes - adjust according to ability of class.
3. Choose from following:
   a. As a class, make a bar graph to show how many legible sentences were copied.
   b. Do above by rows.
   c. Give certificate to student with most legible sentences.



EXTENSIONS (optional)

Keep charts and repeat activity once every 4 or 5 weeks so students can see their progress.

TITLE: STATIONERY

Independent Work	CAN BE CORRELATED WITH:
Seatwork	Spelling
Game	Grammar
	Reading
	*Creative Writing
	Mathematics
	Social Studies
	Science
	Health

OBJECTIVE:

Practice letter formations.

MATERIALS AND PREPARATION:

PROCEDURES:

In connection with your letter-writing unit, make some novel stationery by gluing clippings of grass, plants, or other pictures in the upper-left corner of sheets of paper. Each student can make his/her own personalized stationery.

EXTENSIONS (optional)

TITLE: HANDWRITING CONTRACT

*Independent Work	CAN BE CORRELATED WITH:
Seatwork	Spelling
Game	Grammar
	Reading
	Creative Writing
	Mathematics
	Social Studies
	Science
	Health

OBJECTIVE:

To permit pupils to concentrate on specific weaknesses.

MATERIALS AND PREPARATION:

Handwriting Contract (see attached)

PROCEDURES:

Self-evident.

EXTENSIONS (optional)

HANDWRITING CONTRACT

I ______________________ have analyzed my handwriting and have decided to work on the following capital letters:

____

I will also work on the following small letters:

____

I will begin work on the letter __________ when I have mastered this letter, I will work on the letter ______________.

Signature ____________________

Teacher ____________________

I agree to work on handwriting for two 15 minute sessions a week.

Signature ______________________

TITLE: MANUSCRIPT TO CURSIVE TRANSITION

* Independent Work
Seatwork
Game

CAN BE CORRELATED WITH:
Spelling
Grammar
Reading
Creative Writing
Mathematics
Social Studies
Science
Health

OBJECTIVE:

To reinforce association of manuscript letters to cursive letters.

MATERIALS AND PREPARATION:

2 sets of alphabet cards (1 cursive and 1 manuscript) - small letters

PROCEDURES:

1. Have student match cursive letters to manuscript letters.
2. Time student and record time on chart.
3. Repeat activity keeping a progress chart for student to take home when time is very short

or

1. Have students choose a number of manuscript cards.
2. Write corresponding cursive letters on paper.
3. Check answers with cursive letter cards.

EXTENSIONS (optional)

Include capital letter cards. Have students match cursive small letters with manuscript capital letters, or vary.

TITLE: NAME THAT FOOD!

*Independent Work
Seatwork
*Game

CAN BE CORRELATED WITH:
*Spelling
Grammar
Reading
Creative Writing
Mathematics
Social Studies
*Science
*Health

OBJECTIVE:

Students will write upper case cursive letters using proper form and slant.

MATERIALS AND PREPARATION:

Chart paper or notebook paper

Pencil or pen

PROCEDURES:

When naming the members of the bread and cereal group during a nutrition unit, students could name as many cereal names as possible. Winner(s) would be the individual or group which formed letters correctly and remembered to use capital letters and accurate spelling. List could be posted in science area of room.

Example: Trix, Cheerios, Body Buddies, etc.

EXTENSIONS (optional)

TITLE: TRANSITION MANUSCRIPT TO CURSIVE ACTIVITY

Independent Work
Seatwork
*Game

CAN BE CORRELATED WITH:
Spelling
Grammar
Reading
Creative Writing
Mathematics
*Social Studies
*Science
*Health

OBJECTIVE:

Students will practice making association of cursive letters to known manuscript letters.

MATERIALS AND PREPARATION:

List of current Science, Social Studies, or Health vocabulary on board in manuscript. (10-20 depending on time available and ability of students)

Optional - Answer sheets posted in room for students to self-correct.

Students need pencil and paper.

PROCEDURES:

1. Have vocabulary read aloud. Hold a quick discussion to review meanings.
2. Students copy words in manuscript and rewrite in cursive.
3. Bonus activity: students arrange words in alphabetical order.

EXTENSIONS (optional)

Capable students can use words in a paragraph telling about the current unit of study.

TITLE: "FIND THE ERROR"

Independent Work
•Seatwork
Game

CAN BE CORRELATED WITH:
• Spelling
Grammar
Reading
Creative Writing
Mathematics
Social Studies
Science
Health

OBJECTIVE:

Students will practice cursive handwriting skills.

Capitalization and punctuation skills will be reinforced.

MATERIALS AND PREPARATION:

1. Worksheets with cursive sentences with incorrect punctuation and no capital letters.
2. Students - pencils and writing paper.

PROCEDURES:

1. Students proof-read worksheet making the corrections on the paper.
2. Students copy corrected sentences on paper.
3. Have students trade papers to proof-read corrected copies.

EXTENSIONS (optional)

For more able students, have the sentences in paragraph form with liberal use of proper nouns so students will have to proof-read more carefully.

TITLE: SPACED OUT

Independent Work
Seatwork
Game

CAN BE CORRELATED WITH:
- Spelling
- Grammar
- Reading
- Creative Writing
- Mathematics
- Social Studies
- Science
- Health

OBJECTIVE:

To practice letter formations.

MATERIALS AND PREPARATION:

PROCEDURES:

Some beginning writers are a bit confused by primary writing paper with its many lines and spaces. To help them, put a house at the beginning of each writing line, two spaces high, with a window on the middle line and a chimney with smoke above. Some letters go from the "ceiling" to the "floor". Others even descend to the basement. Beginners use every other line, the advanced pupils draw a house on each writing line, creating an apartment effect.

EXTENSIONS (optional)

TITLE: SLANT

*Independent Work
*Seatwork
Game

CAN BE CORRELATED WITH:
Spelling
Grammar
Reading
Creative Writing
Mathematics
Social Studies
Science
Health

OBJECTIVE:

To get children to use correct slant.

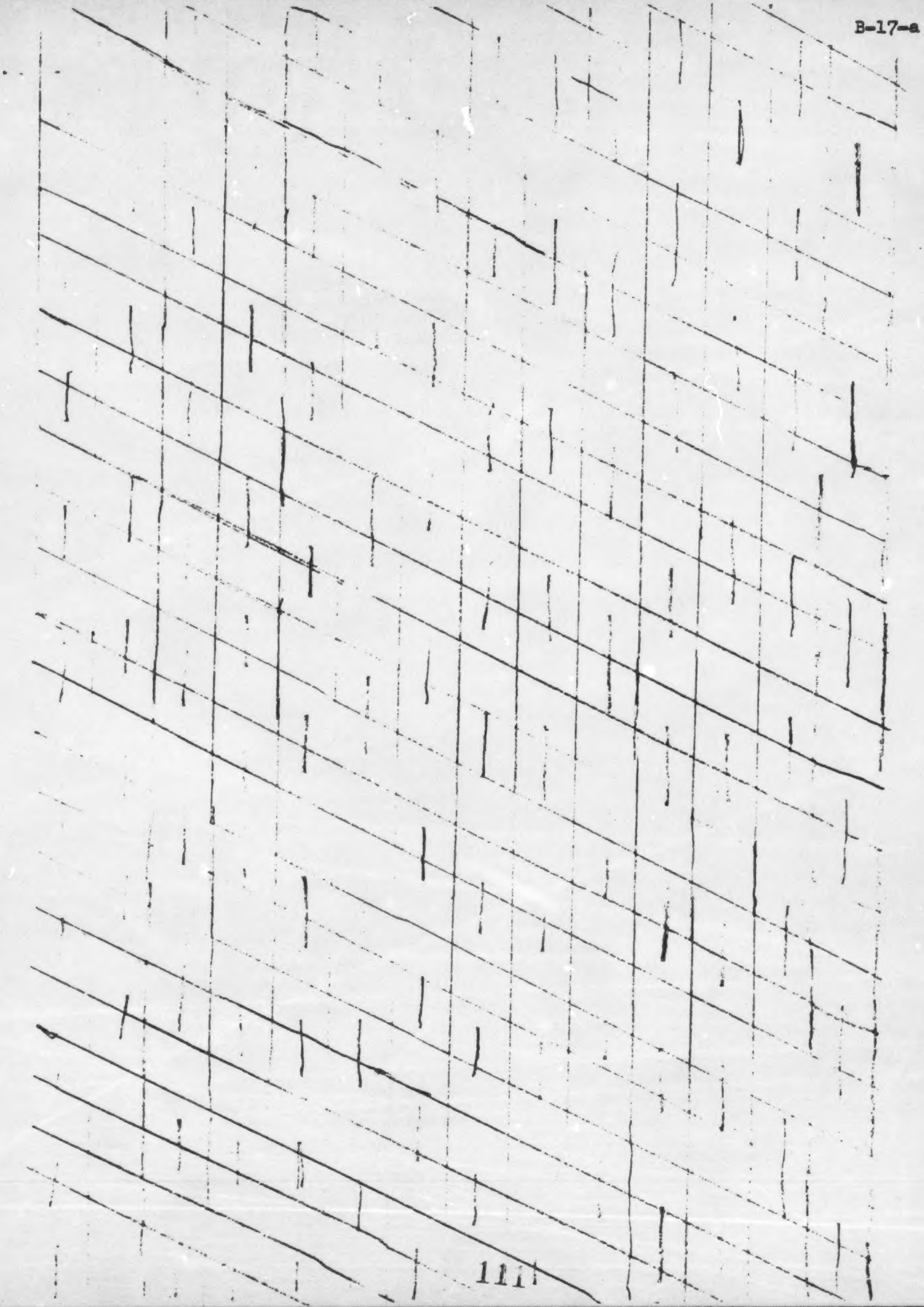
MATERIALS AND PREPARATION:

Slant-lined paper (see worksheet)

PROCEDURES:

Give children paper designed with slant lines and allow them to try it with current practice words.

EXTENSIONS (optional)



TITLE: "SN" FEELINGS

*Independent Work
Seatwork
Game

CAN BE CORRELATED WITH:
*Spelling
*Grammar
*Reading
Creative Writing
Mathematics
Social Studies
Science
Health

OBJECTIVE:

To practice common letter sequences.

MATERIALS AND PREPARATION:

PROCEDURES:

Allow 3 minutes for the players to write down as many "sn" words as they can.

Examples: sneak, snide, snob, snap, sniff, snarl

EXTENSIONS (optional)

Vary with other letters, blends, etc.

TITLE: **HOMONYMS**

Independent Work
*Seatwork
Game

CAN BE CORRELATED WITH:
Spelling
*Grammar
Reading
Creative Writing
Mathematics
Social Studies
Science
Health

OBJECTIVE:

Review and practice tall, small and below-line letters.

MATERIALS AND PREPARATION:

Book of homonyms
Paper
Pencil

PROCEDURES:

Write any/all of the following:

based baste, stair stare, real reel, wain wane, teas tease, gage gauge, neigh nay, core corps, weal wheel, whet wet, ball bawl, suite sweet, sty stye, faun fawn, choir quire, all awl, paced paste, pier peer, matrix May tricks, pique peek peak, coal kohl, whey weigh way, doze does, rye wry, incite insight, reign rein rain, planet plan it, dough doe do.

EXTENSIONS (optional)

Have a contest to see who can find the most.

TITLE: DIAL A FRIEND

*Independent Work
Seatwork
Game

CAN BE CORRELATED WITH:
*Spelling
*Grammar
Reading
Creative Writing
Mathematics
*Social Studies
Science
Health

OBJECTIVE:

Students will use proper form of capital letters in alphabetical order.

MATERIALS AND PREPARATION:

Telephone directories made from paper, cut into quarters, and stapled together.

Pencil or pen.

PROCEDURES:

When integrating the telephone unit into the Social Studies curriculum, children like to compile their own telephone directories. Allow them to compare telephone numbers, but require them to write names in alphabetical order using capital letters and cursive writing.

EXTENSIONS (optional)

WARNING: Since some perents may object, use this as an optional activity.

TITLE: I AM . . .

Independent Work
Seatwork
Game

CAN BE CORRELATED WITH:
- Spelling
- Grammar
- Reading
- Creative Writing
- Mathematics
- Social Studies
- Science
- Health

OBJECTIVE:

Practice letter formation.

MATERIALS AND PREPARATION:

PROCEDURES:

Here's a fun way for your students to use their names to describe themselves. Have each child write his/her name vertically on the left side of a paper. The children can then write poems about themselves using the letters of their names to begin the first word of each line:

E llen is a happy child
L oves her family, friends, and flowers,
L ikes the weather best when it is mild,
E very day has many happy hours,
N ever gets very wild.

EXTENSIONS (optional)

TITLE: COMMUNICATING WITH SPIRITS

*Independent Work
Seatwork
Game

CAN BE CORRELATED WITH:
* Spelling
* Grammar
Reading
* Creative Writing
Mathematics
Social Studies
Science
Health

OBJECTIVE:

To practice letter formations.

MATERIALS AND PREPARATION:

PROCEDURES:

A touch of mystery for younger students and the pleasure of intrigue for upper-graders highlight this Halloween activity. The project is a language arts exercise for both age groups. Each older child can write a note or ghost story to a child in a lower grade and sign it with whatever "Halloween name" he or she can think of -- "The Wiley Witch" or the "Good Ghoul" for examples.

Each note should be addressed to a specific child and personalized as much as possible.

The older children might also make simple Halloween gifts, to go with the notes, such as cutout puppets, paintings, or dolls.

The day before Halloween, the notes and gifts can be given to the younger children's teacher to place on the appropriate desks. On Halloween Day, some excuse can be used to keep the younger children in the hall until all have arrived so the element of surprise is preserved. The primary graders can then write thank you notes to their own, personal goblins.

EXTENSIONS (optional)

Can be adapted to other holidays.

TITLE: VALENTINE LIST

Independent Work	CAN BE CORRELATED WITH:
*Seatwork	Spelling
Game	*Grammar
	Reading
	Creative Writing
	Mathematics
	Social Studies
	Science
	Health

OBJECTIVE:

Students form upper and lower case cursive letters using proper form and slant.

MATERIALS AND PREPARATION:

Handwriting paper
Pen or pencil
Valentines

PROCEDURES:

Approximately a week before Valentine's Day, students copy from the board the first name of each of their classmates. Once list is compiled, students take lists home, and transfer the names to Valentine's cards. Only cursive writing may be used on the cards.

EXTENSIONS (optional)

Names could be listed in alphabetical order.

TITLE: STENCIL WRITING

Independent Work	CAN BE CORRELATED WITH:
*Seatwork	*Spelling
Game	*Grammar
	Reading
	*Creative Writing
	Mathematics
	Social Studies
	Science
	Health
	*Art

OBJECTIVE:

Students will use proper form and slant to create or copy a poem or story.

MATERIALS AND PREPARATION:

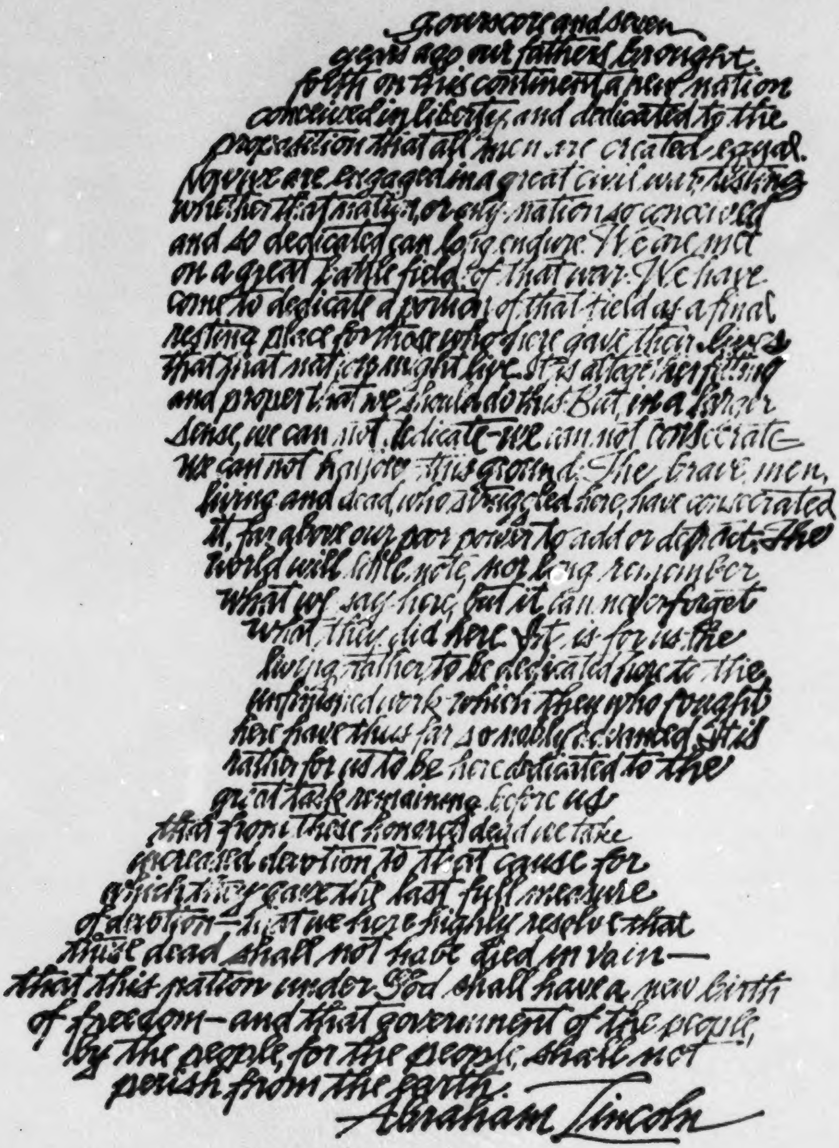
Stencil
Paper
Pencil or pen
Teacher or student may create stencil

PROCEDURES:

Use a stencil such as that of a famous person or holiday symbol (Christmas tree, Jack-O-Lantern, heart, etc.) to write a story or poem in cursive writing. Students may write original works or projects or they may be class or group composed. Items should be re-written to fill stencil.

EXTENSIONS (optional)

Spelling words could be practiced in stencil or holiday words could be listed and re-written in stencil.



Fourscore and seven
years ago our fathers brought
forth on this continent a new nation
conceived in liberty, and dedicated to the
proposition that all men are created equal.
Now we are engaged in a great civil war, testing
whether that nation, or any nation so conceived
and so dedicated can long endure. We are met
on a great battle field of that war. We have
come to dedicate a portion of that field as a final
resting place for those who here gave their lives
that that nation might live. It is altogether fitting
and proper that we should do this. But, in a larger
sense, we can not dedicate—we can not consecrate—
we can not hallow this ground. The brave men,
living and dead, who struggled here, have consecrated
it, far above our poor power to add or detract. The
world will little note, nor long remember
what we say here, but it can never forget
what they did here. It is for us the
living, rather, to be dedicated here to the
unfinished work which they who fought
here have thus far so nobly advanced. It is
rather for us to be here dedicated to the
great task remaining before us
that from these honored dead we take
increased devotion to that cause for
which they gave the last full measure
of devotion—that we here highly resolve that
these dead shall not have died in vain—
that this nation under God shall have a new birth
of freedom—and that government of the people,
by the people, for the people, shall not
perish from the earth.
Abraham Lincoln

B-25

TITLE: LETTER FORMATIONS

Independent Work
Seatwork
*Game

CAN BE CORRELATED WITH:
*Spelling
Grammar
Reading
Creative Writing
Mathematics
Social Studies
Science
Health

OBJECTIVE:

Practice letter formations in a novel learning way.

MATERIALS AND PREPARATION:

Spelling lists.

PROCEDURES:

Have the children write their spelling words in the air as you dictate them one at a time.

EXTENSIONS (optional)

TITLE: BUILD A SENTENCE

Independent Work
Seatwork
• Game

CAN BE CORRELATED WITH:
• Spelling
• Grammar
Reading
• Creative Writing
Mathematics
Social Studies
Science
Health

OBJECTIVE:

Students will use proper sentence form, spelling, and cursive writing in a game situation.

MATERIALS AND PREPARATION:

Chalkboard
Chalk
Dictionary

PROCEDURES:

Students divide into two groups. Teacher begins a sentence on the board. Teams then take turns adding words to the sentence adding only words that begin with the last letter of the previous word. A point is awarded to a team only if a sensible word is added to the sentence. If a team is unsuccessful, the other team tries to add a word. Game ends when sentence is completed.

Example:

The elephant tried doing.

EXTENSIONS (optional)

Using one letter, see who can make the longest sentence.

TITLE: SHADOW WRITING

* Independent Work
Seatwork
Game

CAN BE CORRELATED WITH:
Spelling
Grammar
Reading
Creative Writing
Mathematics
Social Studies
Science
Health
*Art

OBJECTIVE:

Students will write own name using a capital letter and proper letter formation.

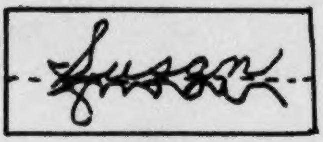
MATERIALS AND PREPARATION:

White construction paper
Crayons

PROCEDURES:

Fold paper horizontally. Use large cursive letters to write name on the crease, using a dark crayon and much pressure. Re-fold paper and rub to create a shadow. Trace over shadow to make a darker image. Using other crayons, now fill in loops and curves to form a monster, insect or other image. Paper may be turned any direction to help image appear.

Example:



EXTENSIONS (optional)

TITLE: LETTER CONCENTRATION

Independent Work
* Seatwork
* Game

CAN BE CORRELATED WITH:
Spelling
Grammar
Reading
*Creative Writing
Mathematics
Social Studies
Science
Health
*Art

OBJECTIVE:

To teach letter formation.

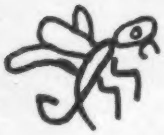
MATERIALS AND PREPARATION:

Pencil
Paper
Good imaginations

PROCEDURES:

Make up pictures to fit correct letter formations.

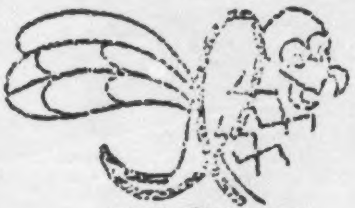
Example:



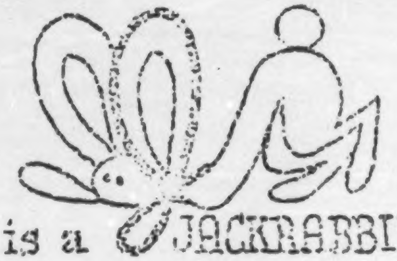
"I" as an insect that bites or stings.

EXTENSIONS (optional)

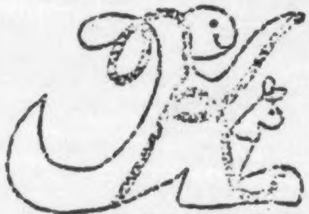
WHEN I CAME TO SCHOOL THIS YEAR I THOUGHT I KNEW HOW TO SPELL. *AT, CAT, BAT.* THEN THEY THREW THAT NEW KIND OF WRITING AT ME—I THINK THEY CALL IT CURSIVE. I WAS LOST! BUT THEN I LEARNED THAT IT IS JUST LIKE DRAWING PICTURES.



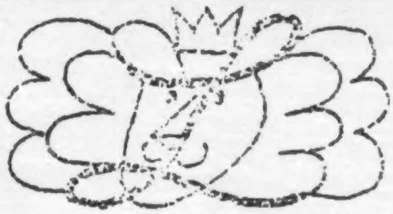
is an INSECT
that bites or stings.



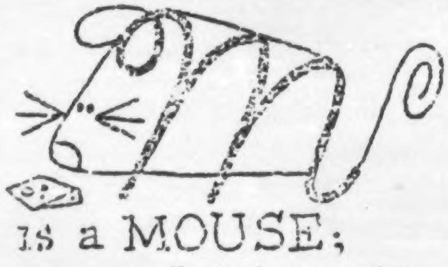
is a JACKRABBIT;
his ears look like wings.



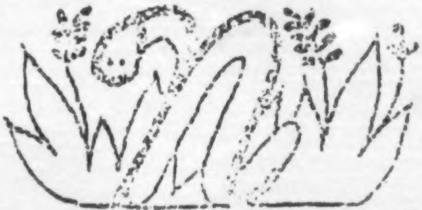
is a KANGAROO
named Kate.



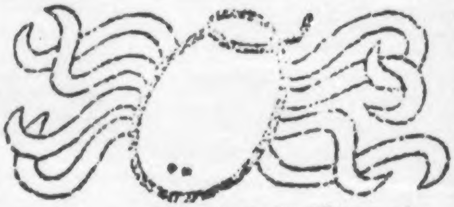
is a LION;
his roar is great.



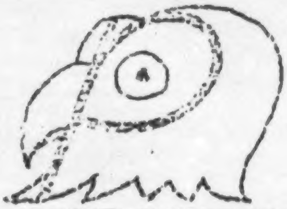
is a MOUSE;
guess what she's wishing.



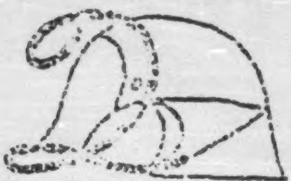
is a NIGHTCRAWLER
—let's go fishing.



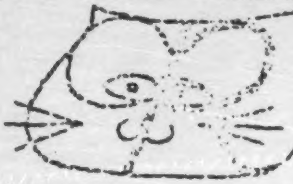
is an OCTOPUS
deep in the ocean.



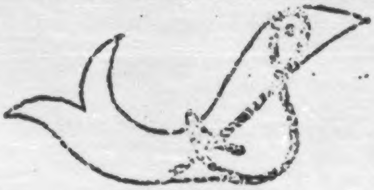
is a PARAKEET
causing commotion.



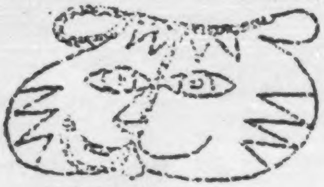
is a QUAIL
as quick as a wink.



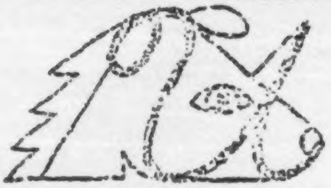
is a RACCOON
with eyes black as ink.



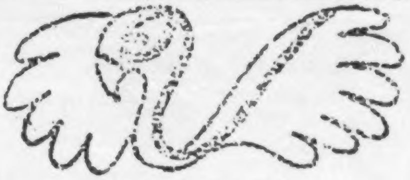
is a SEAL
from the Arctic cold.



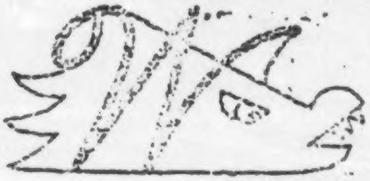
is a TIGER,
big and bold.



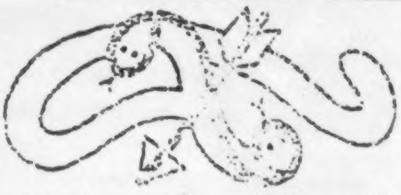
is a UNICORN;
his single horn lifts high.



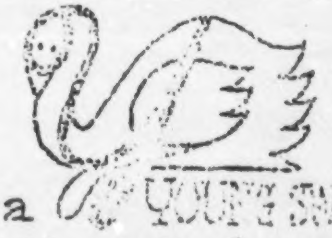
is a VULTURE
that soars in the sky.



is a hungry WOLF.
His eyes are shining red.

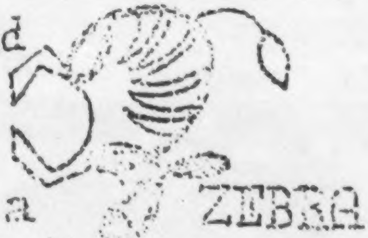


is an arrow through a snake;
he has an EXTRA head.



is a YOUNG SWAN
waiting to be fed,

and



is a ZEBRA,
standing on its head.

BETSEY

TITLE: SCRIBBLE CRITTERS

Independent Work
Seatwork
Game

CAN BE CORRELATED WITH:
- Spelling
- Grammar
- Reading
- *Creative Writing
- Mathematics
- Social Studies
- Science
- Health

OBJECTIVE:

To enhance cursive skills and creative writing.

MATERIALS AND PREPARATION:

PROCEDURES:

Each child shuts his/her eyes and scribbles briefly on a piece of paper. The children then exchange papers and write a story about what their classmates have created.

EXTENSIONS (optional)

TITLE: THE THING

Independent Work
Seatwork
Game

CAN BE CORRELATED WITH:
Spelling
Grammar
Reading
*Creative Writing
Mathematics
Social Studies
Science
Health

OBJECTIVE:

To enhance creative writing and cursive skills.

MATERIALS AND PREPARATION:

PROCEDURES:

Children always enjoy doodling, so put their efforts to creative use. Tape a large piece of paper to a wall in the classroom and label it "The Thing". Have the children doodle on it in their spare time. When the paper is filled, have the children write a story about their creation.

EXTENSIONS (optional)

TITLE: THREE MAKES A THEME

Independent Work
* Seatwork
Game

CAN BE CORRELATED WITH:
Spelling
Grammar
Reading
*Creative Writing
Mathematics
Social Studies
Science
Health

OBJECTIVE:

To practice letter formations.

MATERIALS AND PREPARATION:

PROCEDURES:

Distribute three slips of paper to each child. On one the student writes an occupation (e.g. doctor). On another he/she writes the name of an object or creature (e.g. garbage can, monkey). On the third they write a place (e.g. underwater cave). Collect the slips and put them in three category piles. The students get composition subjects by choosing a slip from each pile. How would you handle a doctor caught in an underwater cave with a garbage can?

EXTENSIONS (optional)

TITLE: START-A-STORY

Independent Work
Seatwork
Game

CAN BE CORRELATED WITH:
- Spelling
- Grammar
- Reading
- Creative Writing
- Mathematics
- Social Studies
- Science
- Health

OBJECTIVE:

To enhance creative writing and cursive skills.

MATERIALS AND PREPARATION:

PROCEDURES:

Give each child a chance to contribute a sentence to a short-short story. Provide a thrilling opening sentence to trigger their imaginations. For example: "On Saturday morning, I went to the supermarket and I saw a dinosaur, a monkey, and a giraffe going shopping." Let the students complete the story from their own ideas.

EXTENSIONS (optional)

TITLE: WRITERS' CLUB

Independent Work
Seatwork
Game

CAN BE CORRELATED WITH:
Spelling
Grammar
Reading
Creative Writing
Mathematics
Social Studies
Science
Health

OBJECTIVE:

To enhance creative writing and cursive skills.

MATERIALS AND PREPARATION:

PROCEDURES:

Organize a writers' club which meets once each month during English class time. Club rules may be practiced in the meeting. A planned program, using the creative writing projects produced during the month, will be enjoyed. Introduce simulating suggestions at this meeting for the following month's work. The best bits of the creative work promoted by the writers' club make a good book or a special edition of a school paper, near the end of the year.

EXTENSIONS (optional)

TITLE: WHICH WAY OUT?

Independent Work Seatwork Game	CAN BE CORRELATED WITH: Spelling Grammar Reading *Creative Writing Mathematics Social Studies Science Health

OBJECTIVE:

To enhance creative writing and cursive skills.

MATERIALS AND PREPARATION:

PROCEDURES:

Write the first part of a story on the chalkboard where all can see (or better, duplicate it for each student). The story-beginning should be one which offers many different ending possibilities. It might deal with a snail and a grasshopper going on a picnic, finding a mysterious red box in the forest, and so on. Read the story-beginning to the class. Then turn the students loose to finish the story in whatever way they wish. Pick a few examples of the students' works to read aloud.

EXTENSIONS (optional)

TITLE: SHARING SUMMER EXPERIENCES

Independent Work
Seatwork
Game

CAN BE CORRELATED WITH:
Spelling
Grammar
Reading
*Creative Writing
Mathematics
Social Studies
Science
Health

OBJECTIVE:

To practice letter formations.

MATERIALS AND PREPARATION:

PROCEDURES:

Children are always anxious to tell about their summer vacations, and this bulletin board is a fun way for them to do so. Cover the board with blank paper and hang a marking pencil on a string on one side of the board. You might also want to put up a map of the United States and one of your city or state. The children can circle places they've visited or explored, write messages about what they did, hang their own maps and attach pictures, post cards, or other momentos.

EXTENSIONS (optional)

Other ideas: hobbies, etc.

B-36

TITLE: INSTANT STORIES

Independent Work
*Seatwork
Game

CAN BE CORRELATED WITH:
Spelling
Grammar
Reading
*Creative Writing
Mathematics
Social Studies
Science
Health

OBJECTIVE:

To enhance creative writing and cursive skills.

MATERIALS AND PREPARATION:

PROCEDURES:

For this activity, you'll need several large pieces of paper rolled up so that no one can see the five or so fairly common, but unrelated words you have written on them. A sample listing might be: light bulb, boat, rock, cloud, cherry pie. Unroll one of the papers so that everyone can see the words. Give the students time to write a story using the words.

EXTENSIONS (optional)

TITLE: NUMBER MAGIC

Independent Work
*Seatwork
Game

CAN BE CORRELATED WITH:
Spelling
Grammar
Reading
Creative Writing
*Mathematics
Social Studies
Science
Health

OBJECTIVE:

Students will use number words to practice basic math facts.

MATERIALS AND PREPARATION:

Worksheet containing basic addition, subtraction, multiplication or division facts.
Pencil

PROCEDURES:

Students will complete number sentences using cursive writing instead of numerals.

Example: 6 + 2 = eight
7 x 2 = fourteen

EXTENSIONS (optional)

More qualified students could try writing dates such as 1980 (One thousand nine hundred and eighty).

Remedial Techniques in Handwriting

Occasionally, students will experience extreme difficulties with the handwriting process rendering general procedures inadequate or ineffective. It is important, therefore, to offer remedial instruction specific to the problem and commensurate with student's muscular coordination and processing abilities. Be aware, also, of student tension during handwriting sessions since this may have a major effect on product as well as process.

Areas of deficiency are noted below with specific techniques listed. Some areas contain sub-skills which are primarily sequential in development (so noted) and should begin at the highest step where the child is meeting success. Other areas contain several activities which may be taught in random order as needed.

HABITS ARE EASIER TO MAKE THAN BREAK. THEREFORE, ACCURATE FORM AND SEQUENCE ARE ESSENTIAL IN INITIAL STAGES FOR ALL STUDENTS AS WELL AS THOSE EXPERIENCING DIFFICULTY.

Problem Areas and Suggested Activities

Conceptual Development:

1. Build reasoning ability to discern characteristics of letters, comparisons with other letters and recall of strokes.
2. Ask basic questions of what, where, why, and how to guide analysis of objects, pictures, letter forms, words, sentences, and extended writings.

Large Muscle (Sequential)

Provide opportunities for students to:

1. Do gross motor activities with games, exercises, and rhythmics.
2. Demonstrate and/or establish handedness, footedness, and eyedness. (Teacher should sit on the dominant hand side for handwriting instruction.)
3. Trace inside cardboard stencils.
4. Trace outside the cardboard stencils.
5. Trace very large letters, figures, and shapes on the chalkboard or on a large, unlined paper placed on the desk.
6. Write letters on opened newspaper with felt tipped markers and using columns as space guides.
7. Use writing frames, larger writing tools, and trac-a-bets for muscular control.
8. Use Palmer slant and oval exercises.

Visual Discrimination (Sequential)

Provide opportunities for students to:

1. Note details in concrete objects. "Tell someone who is blind about this object--- color, shape, texture, degree of hardness, etc.".

2. Look at pictures — noting similarities, differences, and details.

3. Reproduce a flashed symbol accurately from memory. (Move from simple to complex).

Circle

Cross

Square

Triangle

Diamond

4. Discriminate between very different letters - developing thinking and oral expression.

5. Note details when making letters - size, shape, sequence, and direction of strokes.

6. Verbalize letter stroke and sequence; first, medial, and last letters, as words are written.

7. Note correct spacing by making horizontal lines between letters.

t--a-k--e   t-a-k-e

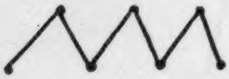
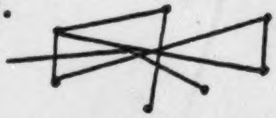
8. Note correct alignment of letters at the base line and within height standards.

9. Note slant |t| vertical for manuscript, /t/ tilted for cursive.

10. Develop sufficient experiences with readiness activities and recognition of cursive forms before format cursive writing begins.

Small Muscle (Sequential)

Provide opportunities for students to:

1. Scribble in push-pull, free form directions, and counter clockwise full circles.
   a) Use dot-to-dot technique
   
   b) Do free scribbling on paper by following the teacher's movement of a small guide block on the paper.
   
   c) Begin large counterclockwise circles in the air, on the chalkboard, on paper with teacher assistance, if necessary.

d) Make smaller and smaller circles within specific confines of paper and/or design.

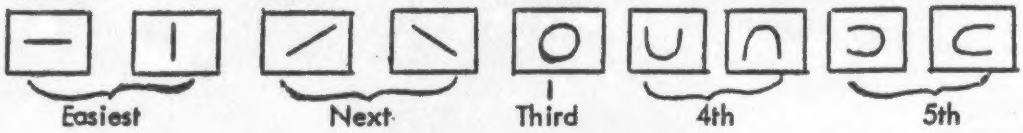
2. Model copies of letters from Play-Doh or clay.

3. Do generous amounts of cutting and pasting

4. Color simple shapes and simple, uncluttered pictures.

5. Utilize stencils.

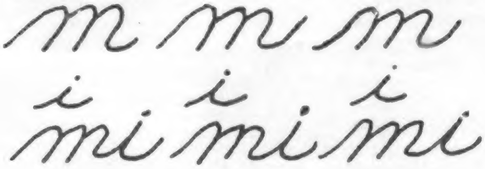
6. Trace basic strokes on page-size white tagboard. Sequence from tracing dotted symbols to completing partial models to independent reproduction.



7. Trace lines, letters, and numbers on tagboard $1\frac{1}{2}$" high to 4 lines to a page. (These should be in color.)

8. Trace colored lines, letters, and numbers matched to size of writing paper.

9. Trace in pencil or crayon, letters and words on dittoed sheets or papers suited to needs. (Not more than 2 - 3 letters per sheet.)



10. Trace and copy on appropriate dittoes.

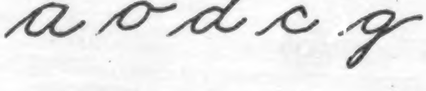
Letter Formation

Provide opportunities for students to:

1. Practice one letter at a time saying the letter while writing.

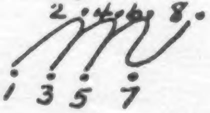
2. Practice first the letters requiring motions away from the body.

3. Practice the most difficult letters last which require forward then backward motion.



4. Copy from color-coded sequences and strokes in matching color code.

5. Practice letters having several strokes from a dot-to-dot numbered copy.



6. Copy from a model placed on the desk rather than blackboard.

7. Compare with Peek-Thru Alphabet guides.

Organization

Provide opportunities for the students to:

1. Use lined, color-coded or high-lighted paper three spaces high with large pencil, crayon, or marker. (Holt has special paper--grass, earth, sky concept.)

2. Use lined paper three spaces high with large pencil, crayon, or marker.

3. Use progressively narrower lines, and smaller writing instruments, within coordination range.

4. Develop a sense of left-right, top-bottom, up-down. (See also reversals.)

Common problems related to organization

1. Letter Height: Meet standards of letter formation (Postpone until success is possible.)

2. Number and sequence of strokes: Trace in color-code from a color-coded copy according to stroke and sequence.

3. Crowded or perseverated lettering: Write letters on prepared horizontal guide lines m m __, vertical lines|+|+|+| or by using masking paper stops in strategic places.

4. Wrinkled paper: Write on paper which is tacked to a block of wood, a clipboard, or a heavy cardboard for support. (Slanted desk tops or slanted writing boards can also be made from plywood or purchased from DLM.)

5. Beginning on a line: Use a prepared sheet with a colored dot or symbol to designate starting place.

6. Control of pencil: Use a special writing frame or pencil grip to gain or maintain control.

7. Use VAKT approach.

   a) Cut typewriter-size paper in halves the long way of the paper.

   b) Write (or print) the word to be learned on appropriate resource.

      1.) Crayon in large script on paper.
      2.) Crayon, chalk, or magic marker on construction paper.
      3.) Traced letter on inside of child's hands or on his/her back while his/her eyes are closed. Child identifies letter.
      4.) Flash card placed under salt or sand on tray.
      5.) Flash card placed under VAKT board.
      6.) Wet image on the chalkboard.

   c) Have the child trace the word with his/her forefinger (or forefinger and middle finger) at all times in contact with the paper.

   d) The child traces the word as many times as he/she wishes. As he/she traces, he/she pronounces the word out loud syllable by syllable.

   e) When he/she finishes tracing, he/she pronounces the word as a whole.

   f) Remove the word from the child's sight.

   g) Have him/her write the word with a pencil. If he/she does not write the word correctly, have him/her trace it again as a whole. Remove the incorrect word from sight. Never let him/her erase or attempt to "patch up" the word. The word should always be written as a unit.

   h) Type the words which have been learned on small cards.

   i) Have the pupil file both the large pieces of paper and the small cards alphabetically.

   j) As the pupil attains complete mastery of a word, the large paper can be thrown away and only the small file retained. Words on the cards may be flashed for quick review.

   k) Whenever the child forgets a word, he/she retraces it until he/she feels that he/she can again write it from memory. He/she never copies.

WHAT ABOUT REVERSALS?

Bill Hardin and Bonnie Bernstein

Every reading specialist and nearly every primary-grade teacher knows it — the worried look of a parent seeking help because a youngster is making "reversals". Although the problem is fairly common, many teachers are simply not sure how to handle it. Following are frequently asked questions and answers that can help you deal with reversals.

What Exactly Are Reversals?

People loosely group three reading problems under the heading "reversals", even though they are all different and the third type of "reversal" has very little in common with the first two. They are:

1. Letter confusions (b d, p q).
2. Reversing whole words (was / saw, no / on).
3. Rearranging whole phrases (once there was / there once was).

Who Makes Reversals?

Younger children up to about age nine and some older students and adults who have reading problems most commonly make the first two types of reversals. It has been estimated that a significant number of these types of reversals are found in only about one case out of 10 where a real reading problem exists.

Even good readers make reversals. Reversals of the third type may, in fact, reflect some degree of sophistication. This error, along with substitution of one meaningful word for another, is a characteristic mistake of the good mature reader when he/she does err. We shall therefore use the term reversal to designate only the first two types.

How Common Are Reversals?

Reversals are very common among kindergartners and rather frequent in the reading and writing of first graders. Most reversals and letter confusions disappear by age nine - in or before third grade. Among older children and mature readers, reversals are not the most common word-recognition error; substitutions are more prevalent.

Are Reversals A Definite Sign Of Reading Disability?

Reversals are sometimes confused with dyslexia, a reading disability generally considered to be a neurological dysfunction. They can be a symptom of dyslexia, but most of the time this is not the case.

Reversals are normal, and we all make a large number of them in learning to read. They disappear with reading maturity. Among older children and adults who have a reading disability, they are less common than is generally assumed and are not prominent as causes or as indicators of a reading disability.

What Can I Do About Reversals?

The best way to deal with reversals is to initiate specific corrective exercises, emphasizing the following principles: habit formation; directionality (left to right); writing of letters; multi-modal approaches that give the child the advantages that go with seeing, saying and writing simultaneously; peer reinforcement. Encourage children who have reversal problems to try some of these activities:

- Trace letters or words while saying them to themselves.
- Copy words while pronouncing them.
- Mark all b's and p's red to indicate that the loop is on the right; all d's and q's green to show that the loop is on the left.
- Make all b's and d's blue to indicate that these lines point up; all p's and q's orange to show that these lines point down. (Alternate this and the previous activity but not too closely spaced.)
- Write letters, then words, from dictation.
- Work dot-to-dot exercises.
- Work with three-dimensional letters, textured (flannel or sandpaper) letters, sandboxes or sand tables. (All these help to get more "body" and "muscle" involved. Remember, a child should be saying words or letters as he/she deals with them.)
- Sort cutout letters (especially b, d, p, q) into marked containers.
- Experiment with a typewriter.
- Work with a chalkboard.
- Work with cursive writing as soon as interest develops. (Some teachers find that this is a gread aid in correcting directional habits.)
- Count the number of letters in each word in a very short selection or the number of words in a short selection to develop a left-right habit pattern.
- Count the number of d's, b's, etc. in a short selection.
- "Read" short selections by naming the first letter of each word. (Later have the child name the second letter as a variation.)

Here are some ways in which you can help children correct their problem:

- Type short sentences, each containing one mistake, and ask the child to find and mark your mistakes.
- Underline or circle the first letter of words (or have the child do it) before a passage is read.
- Encourage the child to point with a finger or guide as he/she reads. Reading clinics often advise this as a means of establishing sequence, to the mild surprise of some parents and teachers.
- Emphasize left-right movement yourself when working at the chalkboard. Most primary teachers do this routinely, sweeping their hands left to right as they and the class pronounce words.
- Be sure the child pronounces letters or words as he/she traces, copies, or writes them. The goal is to maximize visual/auditory/kinesthetic/tactile associations.
- Make judicious use of such recording machines as the Bell & Howell Language Master System or Controlled Reader (Educational Developmental Laboratories, division of McGraw-Hill) and of the motivational value of captioned filmstrips.
- Have children work in pairs, dictating words, letters or phrases to each other on a chalkboard, slate or paper and correcting each other's errors. (This will involve children in proofreading their own work as well.)

What Else Should I Know About Reversals?

Rapid reading can be emphasized too early -- wait until a child has become a very proficient reader. Also, don't ever take it for granted that all youngsters will establish correct directional habit patterns completely on their own. Most will, but some will desperately need your alertness and specific help.

Research indicates that lowercase letters are harder to identify correctly by sight than uppercase. For lowercase the approximate order of difficulty is pqbd/fi--followed at a good distance by all the others. (Slashes indicate huge gaps in the level of difficulty.) For uppercase the progression seems to be YKJMRG--with no appreciable gaps until the last and easiest letter -O- is reached.

Above all, call attention to sequencing, directionality, and the existence of letter confusions. Do so in such a way that the entire problem can be brought out into the open. Have youngsters - especially the leaders in the group - point out letters they sometimes have difficulty with. (Maybe you could do so, too.)

All this will reassure youngsters who have problems. It may convince them that there is nothing wrong with them, that they will overcome their problems, that everybody has them and that they should not worry, but rather enjoy catching their own mistakes as they get better -- this is what learning is all about.

REVERSAL ERRORS

The term "reversal" is used to describe a variety of different kinds of errors, including: (1) confusion of single letters such as b, d, p, and q; (2) complete reversals of words such as "on" and "no", "saw" and "was", and "tap" and "pat"; (3) partial reversals of words such as "ram" for "arm", "ate" or "tea", and "never" for "even"; and (4) reversals of the order of words in a sentence, as "The dog saw a boy" for errors in word recognition, as they are prominent among the errors of about one reading disability case out of ten. When they are present, however, they are very significant and deserve careful analysis and treatment.

Reversals are very prevalent in young children beginning to read. Apparently young children tend to think that the difference in position of letters such as "b" and "p", or of the order of letters in words like "rat" and "tar", is not important. They take the same attitude as they do toward a picture of a man, which they can recognize about as well when it is sideways or upside down as when it is right side up.

There are other factors besides immaturity which may cause reversal errors. Failure to develop consistent left-to-right movements in reading is in many cases the reason for frequent reversals. Due to regressive movements in parts of a word may be inspected in the wrong order, or words may be seen in the wrong order, and reversal errors are the result. Other major causes of reversals are the presence of difficulty with fusion and eye coordination, and incomplete or mixed dominance.

Of all letter confusions, the one involving "b", "d", "p", and "q" is probably the most common. These four letters are different orientations of the same form. Other letter confusions that are vertical reversals and "m" and "w", and "u" and "n". The general principles described in this chapter for overcoming letter confusions will usually suffice to remove these tendencies to reverse letters. The need for tracing and writing is greater for children who reverse letters than it is for those who make other types of letter errors, and more intensive drill is usually necessary before the confusion is eliminated.

Reversals of words, parts of words, and the order of words in sentences usually indicate that the child needs training to develop a consistent left-to-right sequence in reading. The need for such a consistent direction should first be explained to him, with illustrations of how the words and meanings are changed when the correct order is not maintained. Then various methods may be employed to build up proper directional habits. Among the devices which have been found to work well in overcoming reversal tendencies are the following:

1. Tracing, writing, and sounding words which are frequently confused. These procedures automatically enforce using the correct sequence of letters.

2. Covering a word with a card and removing the card slowly to right so that the letters are exposed in proper sequence.
3. Underlining the first letter in the word. Sometimes underlining the first letter in green and the last letter in red - "traffic lights" - is effective. The child is told to start on green and stop on red.
4. Encouraging the child to use a finger or pencil as a guide in reading along a line. While this practice is to be discouraged in good readers, it is very helpful as a means of teaching the proper direction for eye movements.
5. Exposing a line of print a little at a time by means of a card, or by means of an opening cut in a card, or by opening a zipper.
6. Drawing an arrow pointing to the right under words which are frequently reversed.
7. Allowing the child to use a typewriter. This has favorable effects on spelling and composition as well as on word recognition.

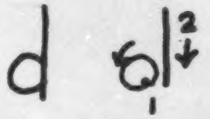
Fernald stated that reversals quickly disappeared when children were taught by the kinesthetic method, making sure that they started to write at the left edge of the paper. Monroe found that systematic letter-by-letter phonic training, combined with tracing, had a similarly beneficial effect upon the reversal tendency.

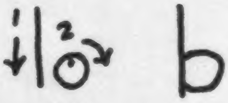
How To Increase Reading Ability
by Albert J. Harris
David McKay Co., Inc., N.Y.

REVERSALS AND DIRECTIONALITY

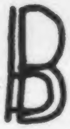
Provide opportunities for the students to:

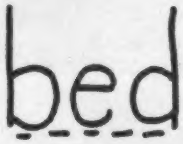
1. Work at accurate readiness and maturity levels.
2. Develop left-to-right progression with numerous and varied activities throughout the day.
    - a) Place bracelet or wide rubber band bracelet on left wrist.
    - b) Place masking tape on left hand or finger nail.
    - c) Place a green dot on the left side of the paper or line.
3. Practice for short periods of time.
4. Learn and practice sequence and stroke exactly as specified by teacher's guide. (Like strokes for different letters promote confusion)

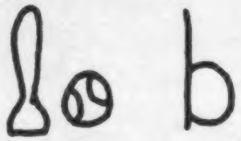




5. Overlearn only one of the confused pair.
6. Associate certain gimmicks to learn trouble letters.





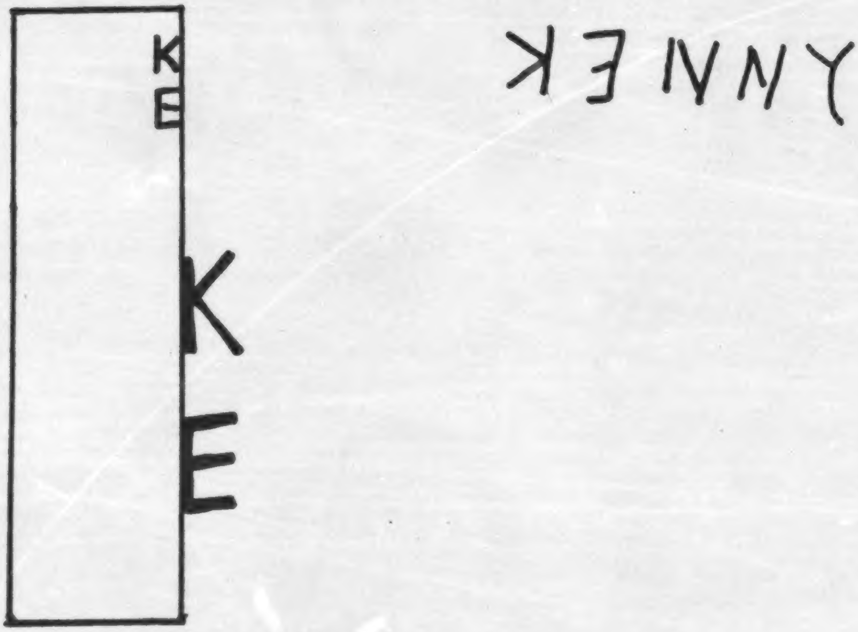


Bat the ball.
(Never ball & bat)

HOW TO ELIMINATE REVERSALS IN WRITING

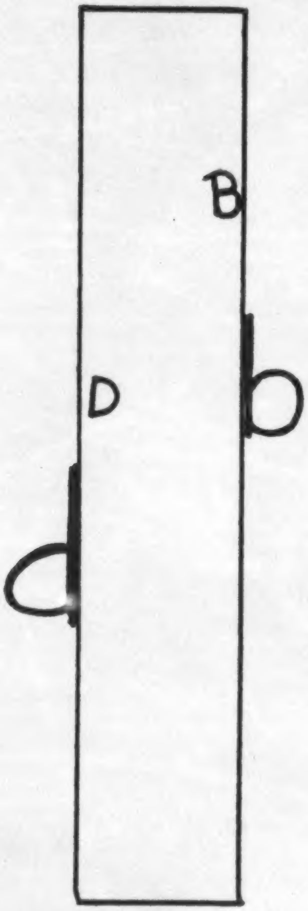
Reversals in the primary grades are common. They are due to a lack of familiarity with the letter symbols as well as unstable laterality. Whichever cause is operating, the treatment is the same. Create a stable, reliable, self-administered system for writing the offending letters. Such a method came to mind when I examined Kenny, a nine-year-old boy who persistently reversed the capital "K" and "E" in his name. Using a blue index card, I cut a strip one inch by six inches and placed it on the left border of his writing page (Figure 28). A capital "K" and capital "E" were placed on the right side of the blue strip. He was told to use the strip as a ruler to draw the first line of the "K" and "E". After drawing the first line, there was only one way to complete the letter and that was in the conventional direction. He practiced writing his name with the blue ruler ten times, and then he was able to work without any assistance.

Figure 28. Making The First Stroke Of "K" and "E" With A Cardboard Ruler



To help him solve the "b" and "d" dilemma, I made a pink cardboard ruler with a capital "B" placed near the right side of the strip and a capital "D" on the left side (Figure 29). He was asked to write the words "bee", "boy", "bat", "bun", "ball", using his pink ruler on the side with the capital "B". Next he was asked to write the words "dog", "doll", "dig", "dam", "ding", using his pink cardboard ruler on the side of the "D". After completing the "d", he was asked to remove the ruler from his writing page and finish the word. Next he was given the words "bed", "bad", "bid", "bud", and he used the appropriate side of the ruler for each letter.

Figure 29. Making The First Stroke of "b" and "d" With A Cardboard Ruler



Using a different ruler, the "p" and "q" can be treated in the same fashion. It is unwise to teach more than one set of reversed figures at any one lesson. It is probably better to eliminate one set of reversals before tackling the second. When the "b-d" lesson has been learned and the child no longer requires the pink ruler, then the other reversals can be treated and eliminated one at a time.

INVERSIONS OR REVERSALS

RECOGNIZED BY:

Pupil reading words from right to left instead of the normal left to right sequence e.g., "was" for "saw", or "pot" for "top".

Pupil reading letters in reverse, e.g., "d" for "b", or "p" for "g".

Pupils making partial reversals in words (the letters within words) e.g., "ant" for "nat".

Pupils reversing words within sentences, e.g., "The rat chased the cat", instead of, "The cat chased the rat".

DISCUSSION:

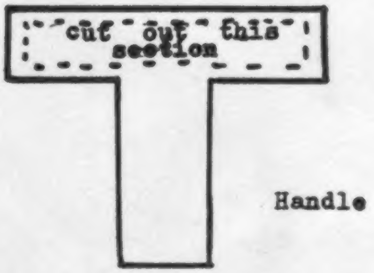
Reversals may be caused by a number of factors. The child may have failed to develop a left to right eye movement, or a left to right reading pattern. He/she may suffer from mixed dominance, or he/she may fail to realize that the order or position in which letters appear does make a difference. Other possible factors are immaturity, improper instruction, and rapid reading.

Observation and questioning will, in some cases, help locate the cause of the reversals. However, unless the problem is a very difficult one caused by some neurological disfunction, the teacher need not be concerned with which of the above causes is the major contributor. The recommendations given would tend to be the same in any case. If, on the other hand, the pupil fails to respond to the recommendations, the teacher may want to do a much more thorough diagnosis. Since the diagnosis as well as the treatment can be somewhat difficult, it is best to refer the pupil to a psychologist or neurologist.

RECOMMENDATIONS:

A. Emphasize left to right in everything. The following methods may be helpful:

   1. Cover words or sentences with hand or a card. Read the word or sentence as it is uncovered. The student may also find it helpful to make a window marker as shown on the bottom of page. The child uses it as he would a regular marker, but lets the line of print show through the slot.



2. Underline the word or sentence, sounding the word as it is underlined or reading the sentence as it is underlined.

3. Teach the child to pace his/her reading with his/her hand, practicing a left to right movement.

4. Drawing arrows pointing from left to right under troublesome words.

B. Have the pupils make word cards (about 8½" x 3"). Let the students trace these troublesome words with the index and middle fingers (both at once) while they sound the parts of the word. Then have them write the word from memory. Keep files on these word cards (an old shoe box will do as a file box).

C. Use flash cards to give practice on troublesome words. A system such as mentioned in B above is suitable, with flash cards used in addition to the student's own study.

D. Let the child use a typewriter to practice words with which he/she has difficulty. This will enable him/her to see the word formed from left to right.

E. Pair the letters which are causing difficulty, (such as "p" and "q"). Have the pupil trace the letters with his/her index and middle fingers sounding each letter as it is traced.

F. If whole words are reversed the teacher can have the pupil trace the word and then attempt to write it from memory.

G. If the pupil reads very rapidly have him/her read more slowly. Determine if the percentage of reversals decreases. If it does, have the pupil practice somewhat slower reading. Do this only if it is very evident that rapid reading is contributing to the reversal problem.

H. Use a magnetic board with 3-dimensional letters. Have the pupil manipulate letters to form words commonly reversed.

I. Write in pairs, words sometimes reversed. ("was"-"saw", "net"-"ten", "war"-"raw", "trap"-"part", etc.). Use one word in a sentence and ask pupils to point to, or write the word used.

J. Use a colored letter at the beginning of words commonly confused. Discontinue this practice as soon as the word no longer presents any difficulty for the child.

TITLE: COUNTERING REVERSALS

* Independent Work
Seatwork
Game

CAN BE CORRELATED WITH:
Spelling
Grammar
Reading
Creative Writing
Mathematics
Social Studies
Science
Health

OBJECTIVE:

To eliminate reversal problems by initiating specific corrective exercises, emphasizing the following principles:
1. habit formation, 2. writing of letters, 3. multi-modal approaches - child sees, says, and writes simultaneously, 4. left to right directionality

MATERIALS AND PREPARATION:

Variable, according to activity.

PROCEDURES:

Choose from the following activities:

Child can:

1. Trace letters or words while saying them to themselves.
2. Mark all "b's" and "p's" red to indicate loop is on right; mark all "d's" and "q's" green to show that loop is on left.
3. Mark "b's" and "d's" blue to indicate that lines point up; all "p's" and "q's" orange to show that lines point down. (Alternate with above activity, but not too closely.)
4. Write letters, then words from dictation.
5. Work dot-to-dot exercises.
6. Say letters while working with 3-dimensional sandpaper or flannel letters.
7. Sort cut out letters into containers (especially "b", "d", "p" and "q").
8. Experiment with a typewriter.
9. Count the number of letters in each word in a short selection (or count the number of words) to develop left-to-right habit pattern.
10. Count the number of "d's", "b's", etc. in a short selection.

Teacher can:

1. Type short sentences, each containing one mistake, and ask child to find and mark your mistakes.
2. Underline or circle the first letter of words, (or have child do it), before a passage is read.
3. Encourage child to point with a finger or guide as he/she reads.

EXTENSIONS (optional)

TITLE: COUNTERING REVERSALS

* Independent Work
Seatwork
Game

CAN BE CORRELATED WITH:
- Spelling
- Grammar
- Reading
- Creative Writing
- Mathematics
- Social Studies
- Science
- Health

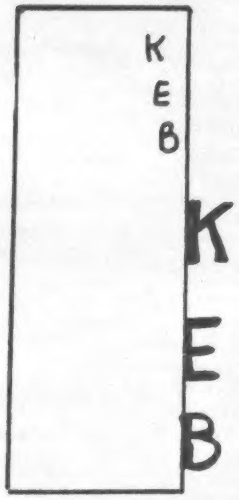
OBJECTIVE:

Students will practice troublesome letters until reversal problem is eliminated.

MATERIALS AND PREPARATION:

Tagboard "ruler" with letters of concern.

PROCEDURES:



Example: Student's name is Kenny Brown which he writes as ꓘƎNNY ꓭROWИ

1. Kenny is shown that the letters start by tracing a line on the side of the ruler that the letter is on.
2. Have student use ruler as often as necessary.

EXTENSIONS (optional)

TITLE: COUNTERING REVERSALS b, d

* Independent Work
Seatwork
Game

CAN BE CORRELATED WITH:
Spelling
Grammar
Reading
Creative Writing
Mathematics
Social Studies
Science
Health

OBJECTIVE:

1. Student will practice troublesome "b", "d" letters until reversal problem is eliminated.

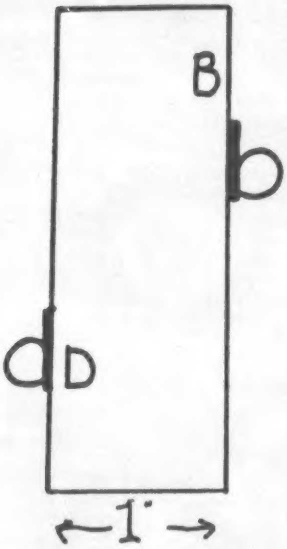
MATERIALS AND PREPARATION:

Tagboard "rulers" with letters of concern.

PROCEDURES:

Note: Only one reversal problem should be dealt with at a time.

"b", "d" reversal



1. Student is shown capital "B", and that small "b" starts on that side of ruler.
2. Using ruler, have student write several simple "b" words: "boy", "bun", "ball", etc.
3. Repeat procedure for "D", "d": "dog", "doll", "dig", etc.
4. When student is successful with above words have him/her write "bed", "bad", "bid", "bud" to practice using appropriate side of ruler.

EXTENSIONS (optional)

TITLE: COUNTERING REVERSALS p - q

* Independent Work
Seatwork
Game

CAN BE CORRELATED WITH:
Spelling
Grammar
Reading
Creative Writing
Mathematics
Social Studies
Science
Health

OBJECTIVE:

Student will practice troublesome letters (p, q) until reversal problem is eliminated.

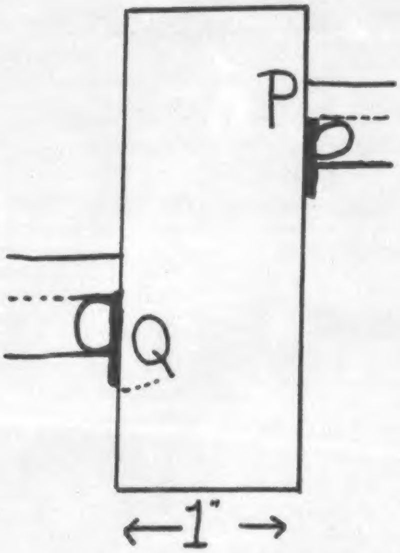
MATERIALS AND PREPARATION:

Tagboard "rulers" with letters of concern.

PROCEDURES:

Note: Only one reversal problem should be dealt with at a time.

p q reversal



See procedure for "b", "d" reversals
Use following words.

1. "pin", "pan", "pot"
2. "queen", "quick"

EXTENSIONS (optional)

The Left-Handed Writer

Almost every classroom contains one or more left-handed writers. Living in a right-handed world poses problems for these children. Teachers at each grade level endeavor to locate left-handed persons and give them every possible help toward developing ease and facility in handwriting. The purpose is not to change handedness—the tendency to use one hand rather than the other—but to recognize which hand the child uses more easily and then help the student to use it better.

ESTABLISHING HANDEDNESS IN THE PRE-WRITING PERIOD

Most children establish a definite handedness by the time they have completed Kindergarten. Although the teacher does not teach handwriting in Kindergarten, planned activities help the children (1) to distinguish between the right hand and the left hand, and (2) to establish handedness, either right or left. A few children, particularly those who have ambidextrous characteristics, may not determine the preferred hand before Grade One.

The following procedures help to establish handedness:

1. Insisting upon the child's using the right hand for activities such as shaking hands and saluting the flag
2. Observing children at work and during play activities to note which hand is favored
3. Suggesting the use of the right hand for children who use both hands equally well or who vacillate between the use of the right and the left
4. Talking with the parents of left-handed or ambidextrous children to check their observations; acceding to the parents' wishes concerning handedness

TEACHING PRINTSCRIPT TO LEFT-HANDED STUDENTS

It is important for the teacher of Grade One to locate left-handed children before beginning direct teaching of handwriting. If the child is definitely left-handed, the left hand should be used while the child is being taught to write.

Left-handed writers need to be helped to maintain a position which enables them to see their writing easily. The writer should avoid writing with the hand above the line of writing in what is often referred to as the "hooked hand" position. By explaining the points of acceptable position to parents, teachers can enlist their cooperation in supervising writing done at home.

Body Position

The child sits squarely (or nearly so) in front of the desk with hand well up, shoulders level, and with the left hand below the line of writing. When the left-handed student writes with his hand above the line of writing (hooked-hand), the left shoulder is higher than the right. This unnatural position causes discomfort, fatigue, and poor posture.

Position of the Paper

It is usually best for left-handed children to slightly slant the paper on the desk with the lower left corner pointing to the left. This position gives the students a better view of their work, and provides good leverage. It also lessens the tendency to write with the hand above the line of writing. The paper is high enough on the desk so that both arms of the child rest comfortably on the desk.

The Left Hand

The left arm is parallel with the left side of the paper. The left hand always remains *below* the line of writing. Tipping the wrist slightly makes it possible to slide the hand on the side of the little finger. The wrist should be free of the desk, so that the hand moves with the writing.

The Right Hand

The right hand holds the paper close to the writing with the thumb and first finger spread apart. The right hand is moved ahead as the writing proceeds across the page and pushes the paper to the left so that the writing arm remains in the original writing position. The first two fingers of the right hand may serve as a spacer between words before the hand is moved ahead.

Holding the Pencil

The pencil is held between the tip of *the flexed thumb* and the side of the second finger. *The first finger only* rests on the top of the pencil. The first finger may be more flexed than the first finger of the right-handed writer. The left-handed writer may find it more comfortable to lean the pencil below the knuckle of the first finger rather than in front of it. The pencil should be held an inch or more from the point. The thumb should be pulled slightly back of the tip of the first finger.

The Writing Movement

The movement of the writing instrument is the same as that for the right-handed writer. The whole hand moves with the pencil. Straight lines are pulled from the top down. Circles start near the top of the line and move upward and to the left. The *t*'s are crossed from left to right. The printscript may have a slight slant. It is well to accept such deviation provided correct position is maintained.

TEACHING CURSIVE HANDWRITING TO LEFT-HANDED STUDENTS

Everything possible should be done to help the left-handed child to establish correct position before Grade Three where the first instruction in cursive handwriting is given. Throughout the intermediate grades, where the major emphasis is on cursive writing, the left-handed writer needs to be encouraged to maintain and strengthen good handwriting habits.

Position of the Paper

The paper is slanted so that the lower right corner of the paper points to the lower edge of the desk slightly left of the center of the body. This is exactly the opposite of the slant for the right-handed student. The left-handed writer is usually more comfortable and can see his work better if the paper is slanted at an angle greater than thirty degrees—as much as forty-five degrees for some children. The paper should be placed to the left of the center of the body and well out toward the left corner of the desk. In this position the child can swing the arm freely without crossing the body.

The Hand Position

The hand position for cursive writing does not differ from the position for printscript.

The Writing Movement

The pencil or ball-point pen is held *below* the line of writing. The hand should move freely across the page, gliding on either the last two fingers or on the underside of the little finger, whichever is more comfortable. Generous curve strokes between letters should be encouraged. The writer pulls the downstroke in the direction of the writing arm or toward the lower left corner of the paper to achieve a slight forward slant of the writing. As the hand pulls downward, the upper arm is kept close to the ribs.

Seattle Public Schools
Board of Directors
Richard J. Alexander
Cheryl Bleakney
Suzanne Hittman
Dorothy Hollingsworth
Don Olson
Ellen J. Roe
Patt Sutton

Superintendent
Dr. David L. Moberly

07-9360 1978

Teaching the Left-Handed Child

Recent studies indicate that the number of left-handers is on the increase and may range as high as 10 per cent of the population. If a child is definitely left-handed, it is better to teach him or her to use that hand in writing. If there is doubt as to which is the dominant hand, there are several simple ways to determine which hand to train. If a child indicates true ambidexterity, it is better to train the right hand.

1. Hand puppet - in a play situation, see which hand is used.
2. Hammering nails - observe the child as several nails are hammered.
3. Throwing a ball - ask the child to pick up a ball and throw it to you.
4. Screwing lids on jars - observe the child screw on lids of several sizes.
5. Holding a spoon - observe at lunchtime or in a play situation.

If there is more than one left-handed child in the classroom, they should be grouped together for instruction and should use a slant-top desk with light coming over their right shoulder.

For manuscript writing the left-handed child should tilt the top of the paper up and toward the right (about 35 to 45 degrees is recommended), unless it is more comfortable to place the paper parallel to the lower edge of the desk. For cursive writing, the top of the paper should be tilted up and toward the right. The strokes are pulled down toward the left elbow.

The writing instrument is held between the thumb and first two fingers, about an inch above its point. The first finger rests on the top of the pencil or pen. The end of the bent thumb is placed against the writing instrument to hold it high in the hand and near the large knuckle. The top of the instrument points in the direction of the upper arms and shoulder.

The writing should take place within the left half of the desk surface, i.e., to the left of the mid-line of the body, to prevent cramping of the fingers. The paper should be shifted to the left as the writing progresses across the page.

It would be helpful to have a left-handed student from a higher grade show the left-hander how to hold the writing instrument and how to position the paper.

In an effort to see what she or he is writing, the left-handed child often adopts the hooked position. This is a problem that must be dealt with early in the child's development, as twisting of the hand or wrist can be detrimental to legibility and fluency. A valuable aid for this problem is the writing frame, designed so that the child holds the writing instrument correctly.

Handwriting Position

THE BODY POSITION

Handwriting is done with greater ease and less muscular strain when attention is given to correct posture and body position. The child should be taught how to assume the position that will provide maximum comfort and support. The body position is the same for both printscript and cursive writing.

1. **Place both feet flat on the floor.**
2. **Leave some space between the body and the desk.**
3. **Bend the body from the hips.**
4. **Rest both forearms on the desk with elbows at the front of the desk.**
5. **Hold the head up.**
6. **Keep the shoulders level.**
7. **Keep the back flat.**

THE HAND POSITION

Efficient handwriting movement is obtained by holding the pencil or pen correctly. Holding the writing instrument properly not only decreases strain on the eyes and hand but also brings about improvement in letter formation.

Hand Position for All Writers

1. **Hold the pen or pencil approximately one inch from the writing tip. The writer, when sitting erect, should be able to see the pen or pencil point at all times.**
2. **Place *only* the index finger on the upper surface of the pencil.**
3. **Place the thumb on the side of the pencil up from the tip of the index finger. This position decreases strain on the back of the hand.**
4. **Bend the thumb outward from the pencil for a more relaxed hand and better control.**
5. **Touch the last two fingers to the paper. Curve the fingers slightly to make a cup of the hand. The hand glides smoothly across the page on the last two fingers.**
6. **Brace the pencil against the first joint of the second finger and the base of the index finger.**
7. **Slant the pencil over the writing arm.**
8. **Keep the wrist almost level and free of the desk so that the hand may move easily across the page.**

Variations of the Hand Position for the Left-Handed Writer

Some left-handed writers develop more ease by using these variations of the hand position:

Holding the pencil farther from the tip (See 1 above.)

Turning the wrist so that the hand glides on the side of the little finger (See 5 above.)

Bracing the pencil in the groove between the index finger and thumb (See 6 above.)

Flexing the forefinger somewhat more than is recommended for the right-handed writer

POSITION OF THE PAPER FOR PRINTSCRIPT

1. A space is kept between the lower edge of the paper and the front of the desk.
2. The right-handed student holds the paper firmly at the left side of the paper.
3. The left-handed student holds the paper with the right hand close to the writing. As the writing proceeds across the page, the right hand moves ahead and pushes the paper to the left.
4. Most left-handed children can see the writing better and are less apt to hook the hand if the paper is slightly slanted with the lower left corner pointing to the left.
5. For both right-handed and left-handed persons, the writing hand and arm are always at a right angle to the paper.

POSITION OF THE PAPER FOR CURSIVE HANDWRITING

The relative positions of the paper and the writing arm should remain the same throughout the page of writing. This consistency of position helps to keep uniform the size and slant of the writing.

1. The middle or upper half of the desk surface constitutes the writing path. All writing should be done in this area.
2. The right-handed person holds the paper firmly at the margin with the forefinger and thumb of the left hand. Persons who are left-handed hold the paper with the right hand close to the writing.
3. The writer slides the paper upward as the last line of the writing path is reached.
4. The lower edge of the paper is kept at a right angle to the writing arm. This statement applies to both right-handed and left-handed writers.

CORRELATIONS

Art	B-24, B-27, B-28, W-20
Creative Writing	W-2, W-8, W-9, W-10, W-11, W-13, W-16, W-20, W-21, W-22, W-30, W-31, W-33, W-34, W-36, W-37, W-42, W-43, W-44, W-46, W-49, B-2, B-5, B-6, B-10, B-22, B-24, B-26, B-28, B-29, B-30, B-31, B-32, B-34, B-35, B-36
Grammar	W-6, W-7, W-11, W-13, W-24, W-25, W-26, W-30, W-35, W-41, W-46, W-48, B-5, B-15, B-18, B-19, B-20, B-22, B-23, B-24, B-26
Health	Y-8, W-39, B-7, B-13, B-14
Mathematics	Y-4, G-1, G-2, G-3, P-1, B-9
Reading	Y-10, W-1, W-6, W-7, W-8, W-12, W-13, W-17, W-25, W-26, W-27, W-28, W-32, W-35, W-37, W-38, W-41, W-44, W-46, B-7, B-8, B-18
Science	Y-5, W-31, W-39, B-7, B-13, B-14
Social Studies	Y-6, Y-8, W-21, W-24, B-7, B-14, B-20
Spelling	W-6, W-7, W-8, W-13, W-14, W-17, W-24, W-26, W-30, W-38, W-45, W-46, W-47, W-48, W-49, B-4, B-7, B-13, B-18, B-22, B-24, B-25, B-26